

1. Term 1

1. [Story Time](#)
2. [Story Time - The three little goats](#)
3. [Story Time - Phonics](#)
4. [Story Time - Listen!](#)
5. [Story Time 01 - The three little Elves - Chapter 1](#)
6. [Story Time 02 - My clothes](#)
7. [Story Time 03](#)

2. Term 2

1. [Percy the Porcupine - 01](#)
2. [Percy the Porcupine 02](#)
3. [Percy the Porcupine 03](#)
4. [Percy the Porcupine 04](#)
5. [Sly old fox 01](#)
6. [Sly old fox 02](#)
7. [Sly Old Fox 03](#)
8. [Sly Old Fox 04](#)

3. Term 3

1. [Thomas flies High 01](#)
2. [Thomas flies High 02 - Poor Thomas!](#)
3. [Thomas flies High 03 - In the Forest](#)
4. [Thomas flies High 04 - New](#)
5. [Thomas flies High 05 - The Plan](#)
6. [Stripes and Stars - Part 1](#)
7. [Stripes and Stars - Part 2](#)
8. [Stripes and Stars - Part 3](#)
9. [Stripes and Stars - Part 4](#)
10. [Stripes and Stars - 05](#)
11. [Stripes and Stars - Part 06](#)

4. Term 4

1. [Zigi](#)

2. [Zigi - 02](#)
3. [Zigi - 03](#)
4. [Zigi - 04](#)
5. [Zigi - 05](#)
6. [Thunder - 01](#)
7. [Thunder - 02](#)
8. [Thunder - 03](#)
9. [Thunder - 04](#)
10. [Thunder - 05](#)

## **Story Time**

# **ENGLISH FIRST ADDITIONAL LANGUAGE**

## **Story Time**

## **EDUCATOR SECTION**

### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The story of “The three Billy Goats Gruff” allows for questions to be answered, missing words to be filled into sentences and illustrations to be made.

Many new concepts and ideas are introduced in the poem “Story time” and educators can use these to initiate interesting discussions.

## **Integration of themes**

- A Healthy environment

The dangers which the three Billy Goats had to overcome can lead to dangers in the learners' environment and means by which to overcome or avoid these.

- Human rights

The goats were in search of good food. Children should be cared for and food should be available for everyone.

- Social Justice

Privileges should not only be for a few but should be for everyone.

## **LEARNER SECTION**

### **Content**

- A poem to listen to, to talk about, to read and to learn.

### **Story Time**

I love to hear the stories

of long, long ago,

how places were discovered

and where the wind will go.

Of giants up on the hilltops

and monsters in the sea,

of spaceships in outer space  
and where the Queen drinks tea.  
There are many lands to visit  
in my bed at night.

The stories take me far away  
as I watch the stars so bright.

But – now it's time for bed I see  
and mother calls, “Put off the light!”  
For Mr Sandman, he's been here  
and I'm oh so sleepy – good night!

G.J.M.

- Decorate the page with characters from the poem.

LO 1.1

LO 2.2

LO 3.2.1

LO 3.8.1

- Explain what a giant is.

.....  
.....  
.....  
.....

- Spaceships fly up into .....  
.....
- Where does a queen live?

- Who is Mr Sandman? What does he look like?

## LO 2.1

### LO 3.2.3

## LO 4.6

## Phonics

- These sounds stay the same in English.

<b>m</b> as in man	<b>s</b> as in sun	<b>b</b> as in ball
<b>d</b> as in dad	<b>f</b> as in fox	<b>h</b> as in house

- Read the words, say the sound with which every word begins.
- Draw the pictures.



man



moon



dad



donkey



sun



sand



fox



Fairy

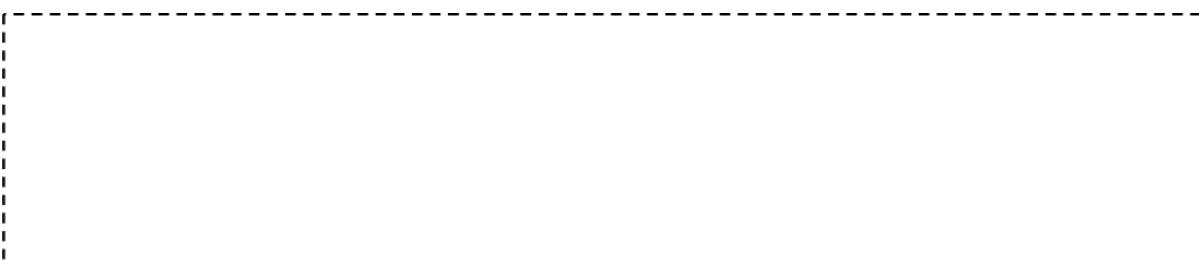
ball



bus



house



hand

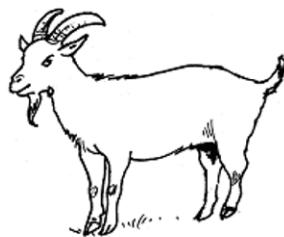
LO 3.7.1	
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- Let's discuss what the story is about.

## The Three Little Goats



Little Billy Goat Gruff



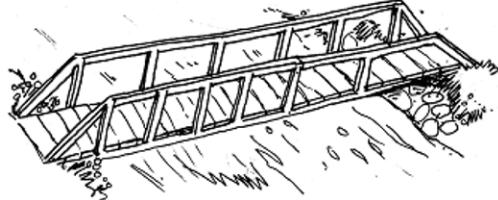
Big Billy Goat Gruff



Great Big Billy Goat Gruff



an angry dwarf



a bridge over a river

LO 1.1.2

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.2 predicts what the story will be about from the title;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases;

**Assessment Standard 2.2:** We know this when the learner performs a rhyme, poem or song;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title;

3.2.3 answers literal questions about the story;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.1 recognises differences in pronunciation between home and additional language;

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game).

***Learning Outcome 4:WRITING:*** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

***Assessment Standard 4.6:*** We know this when the learner writes own sentences without a ‘frame’ (e.g. expressing feelings and personal opinions).

Story Time - The three little goats

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Story Time**

### **EDUCATOR SECTION**

#### **Memorandum**

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Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The story of “The three Billy Goats Gruff” allows for questions to be answered, missing words to be filled into sentences and illustrations to be made.

Many new concepts and ideas are introduced in the poem “Story time” and educators can use these to initiate interesting discussions.

## **Integration of themes**

- A Healthy environment

The dangers which the three Billy Goats had to overcome can lead to dangers in the learners' environment and means by which to overcome or avoid these.

- Human rights

The goats were in search of good food. Children should be cared for and food should be available for everyone.

- Social Justice

Privileges should not only be for a few but should be for everyone.

## **LEARNER SECTION**

### **Content**

- Listen to the story several times.
- Read it with the class.
- Now see whether you can read it by yourself.

### **The three little Goats**

One day there were three goats.

The smallest goat was called Little Billy Goat Gruff.

The middle-sized goat was called Big Billy Goat Gruff.

The biggest goat was called Great Big Billy Goat Gruff.

- Draw the three goats.



These three goats lived in a field.

They ate the fresh green grass.

Near the field was a river.

There was a bridge over the river.

- Draw the field, the river and the bridge.



LO 1.1

LO 3.2.5

LO 3.8.1

Under the bridge lived an angry old dwarf.

He would not let anyone cross his bridge.

- Draw the old dwarf who lived under the bridge.



One day the grass became dry and the goats had nothing to eat.

Little Billy Goat Gruff said, "See the nice green grass and the red apples on the other side of the bridge. I am going to cross the bridge."

"The angry old dwarf will not let you cross the bridge", said Big Billy Goat Gruff.

"I am not afraid of him," said Little Billy Goat Gruff.

He ran trip-trap, trip-trap over the bridge.

- Draw Little Billy Goat Gruff crossing the bridge.



LO 1.1		LO 3.8.1	
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The angry old dwarf said, "Who runs trip-trap trip-trap over my bridge?"

"It is I, Little Billy Goat Gruff."

"I am going to eat you!" said the angry old dwarf.

"No", said Little Billy Goat Gruff, "do not eat me, eat Big Billy Goat Gruff when he comes over your bridge. He is much bigger than me."

"Very well", said the dwarf.

Little Billy Goat Gruff ran over the bridge and ate the nice green grass and the red apples.

- Draw Little Billy Goat Gruff eating the green grass and the red apples.



LO 1.1		LO 3.8.1	
--------	--	----------	--

When Big Billy Goat Gruff saw Little Billy Goat Gruff eating the nice green grass and the red apples, he said, “I will also go over the bridge.”

So he ran trip-trap, trip-trap over the bridge.

The angry old dwarf said, “Who runs trip-trap trip-trap over my bridge?”

“It is I, Big Billy Goat Gruff.”

“I am going to eat you,” said the dwarf.

“No, do not eat me. Eat Great Big Billy Goat Gruff when he comes over your bridge. He is much bigger than me,” said Big Billy Goat Gruff.

“Very well,” said the dwarf.

Big Billy Goat Gruff ran over the bridge and ate the nice green grass and the red apples.

- Draw the picture.



LO 3.2.5

LO 3.3.1

When Great Big Billy Goat Gruff saw Big Billy Goat Gruff and Little Billy Goat Gruff eating the nice green grass and the red apples he said, "I will also cross the bridge."

So he ran TRIP-TRAP, TRIP-TRAP over the bridge.

The angry old dwarf said, "Who runs TRIP-TRAP, TRIP-TRAP over my bridge?"

"It is I, Great Big Billy Goat Gruff."

"I am going to eat you," said the dwarf. "Come up and try", said Great Big Billy Goat Gruff.

The angry old dwarf climbed onto the bridge.

Great Big Billy Goat Gruff dropped his head and bumped the angry old dwarf off the bridge with his long, strong horns.

The dwarf fell "splash" into the water and was never seen again.

Great Big Billy Goat Gruff ran TRIP-TRAP, TRIP-TRAP over the bridge and ate the nice green grass and the red apples on the other side of the bridge.

- Draw the picture.



LO 3.2.5		LO 3.3.1	
----------	--	----------	--

## Words for your Dictionary

- Read the words.

LO 3.3.1		LO 4.2	
----------	--	--------	--

- Write these jumbled sentences correctly.

1. there three Once were goats

.....  
.....

.....  
.....

2. was biggest He goat the

.....  
.....

.....  
.....

3. three lived field a in goats The

.....  
.....

4. was river There near a field the

5. dry The was grass

## 6. angry lived bridge dwarf An the under

7. Billy the ate Little Gruff Goat grass nice green

8. fell The into dwarf the “splash” water

9. ate apples They the red

## LO 1.1.9

## LO 4.7

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.9 summarises the story, with the support of the teacher;

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 discusses in own home language social and ethical issues (e.g. whether something in the story is fair;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game).

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.2:** We know this when the learner enters words in a personal dictionary;

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation marks.

## Story Time - Phonics

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Story Time

## EDUCATOR SECTION

### Memorandum

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#### Time scheduled for the modules

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## Integration of themes

- A Healthy environment

The dangers which the three Billy Goats had to overcome can lead to dangers in the learners' environment and means by which to overcome or avoid these.

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The goats were in search of good food. Children should be cared for and food should be available for everyone.

- Social Justice

Privileges should not only be for a few but should be for everyone.

## LEARNER SECTION

### Content

#### Phonics

- These sounds stay the same in English.

<b>e</b> as in egg	<b>k</b> as in kite	<b>l</b> as in leg
<b>p</b> as in pipe	<b>n</b> as in nest	<b>r</b> as in rose

- Read the words, say the sound with which every word begins.

eggkiteleg

elbowkinglip

nestpiperose

ninepanrabbit

LO 3.7.1

### **What can Little Billy Goat do?**

- Answer Yes or No.

Little Billy Goat can: ...

eat .....

jump .....

sing .....

sleep .....

play .....

dance .....

walk .....

drink .....

read .....

run .....

fight .....

write .....

- What can you do?

I can ...

LO 1.1.2		LO 4.5	
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## Phonics

- These sounds stay the same in English.

**t** as intoe

**x** as inx-ray

**z** as inZulu

- Read the words, say the sound with which each word begins.

toe

table

tea

x-ray

Xhosa

Zulu

- Read the sounds:

m, s, b, f, d, h, e, n, k, p, l, r, t, x, z

**LO 3.7.1**

- Complete the sentences.

1. Little Billy Goat Gruff wanted to go over the ..... (field, bridge)

2. The grass is ..... (afraid, green)

3. The apples are ..... (big, red)

4. Big Billy Goat Gruff ate the ..... (grass, dwarf)

5. Great Big Billy Goat Gruff has long ..... (horns, grass)

6. Great Big Billy Goat Gruff bumped the dwarf into the  
.....

(bridge , water)

7. The three goats lived in a ..... (water, field)

8. I am not afraid of the angry old ..... (dwarf, apple)

9. There is a river near the ..... (grass, field)

10. There is a ..... over the river. (dwarf, bridge)

- Draw one of the ten sentences.



LO 5.1	
--------	--

**Find ...**

- Two more words beginning with these sounds.
- Write them.
- Find out what they mean. Ask your teacher, your parents or look up their meanings in a dictionary.
- Find the words in the story, in magazines, in library books or in newspapers.
- Draw their pictures.

m

.....  
.....

b

.....  
.....

s

.....  
.....

d

.....  
.....

h

.....  
.....

r

.....

.....

p

.....

.....

n

.....

.....

t

.....

.....

k

.....

.....

l

.....

.....

- Word Puzzles
- Write the word.
- Draw the picture.

toag

.....

.....

pplsea

.....

....

wdraf

.....

....

LO 3.7.1		LO 4.3		LO 4.4	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.2 predicts what the story will be about from the title;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.1 recognises differences in pronunciation between home and additional language;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly;

**Assessment Standard 4.4:** We know this when the learner writes lists and gives them headings (e.g. insects: ants, bees, butterflies);

**Assessment Standard 4.5:** We know this when the learner writes sentences using a ‘frame’ (e.g. ‘I can...’);

***Learning Outcome 5: THINKING AND REASONING:*** The learner is able to use language to think and reason, and access, process and use information for learning.

***Assessment Standard 5.1:*** We know this when the learner understands concepts and vocabulary relating to measurement (e.g. ‘how long is it?’, ‘how far is it?’).

Story Time - Listen!

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Story Time**

### **EDUCATOR SECTION**

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## LEARNER SECTION

### Content

#### Listen!

- Listen to these sentences. Clap your hands when you hear the sound of the letter in the frame.
- Mark all the sounds that are the same as the one in the box.
- Write each sentence over underneath. Read the sentence.
- Draw the picture.

m	The man makes a mat.
---	----------------------

b

The blue ball bounces over the wall.

d

Dad and Debbie dance.

LO 3.8.1

LO 5.2

e

Elephant broke every egg.

f

That is a fine feather for the fairy.

h

The house has a high wall.

k

The kangaroo caught the kite.

t

Tim has ten tiny toes.

LO 3.8.1

LO 5.2

## Listen

- Do the same with:

l

The lamb lies near the ladder.

n

There are nine eggs in the nest.

p

Please buy me a pink and purple parrot.

r

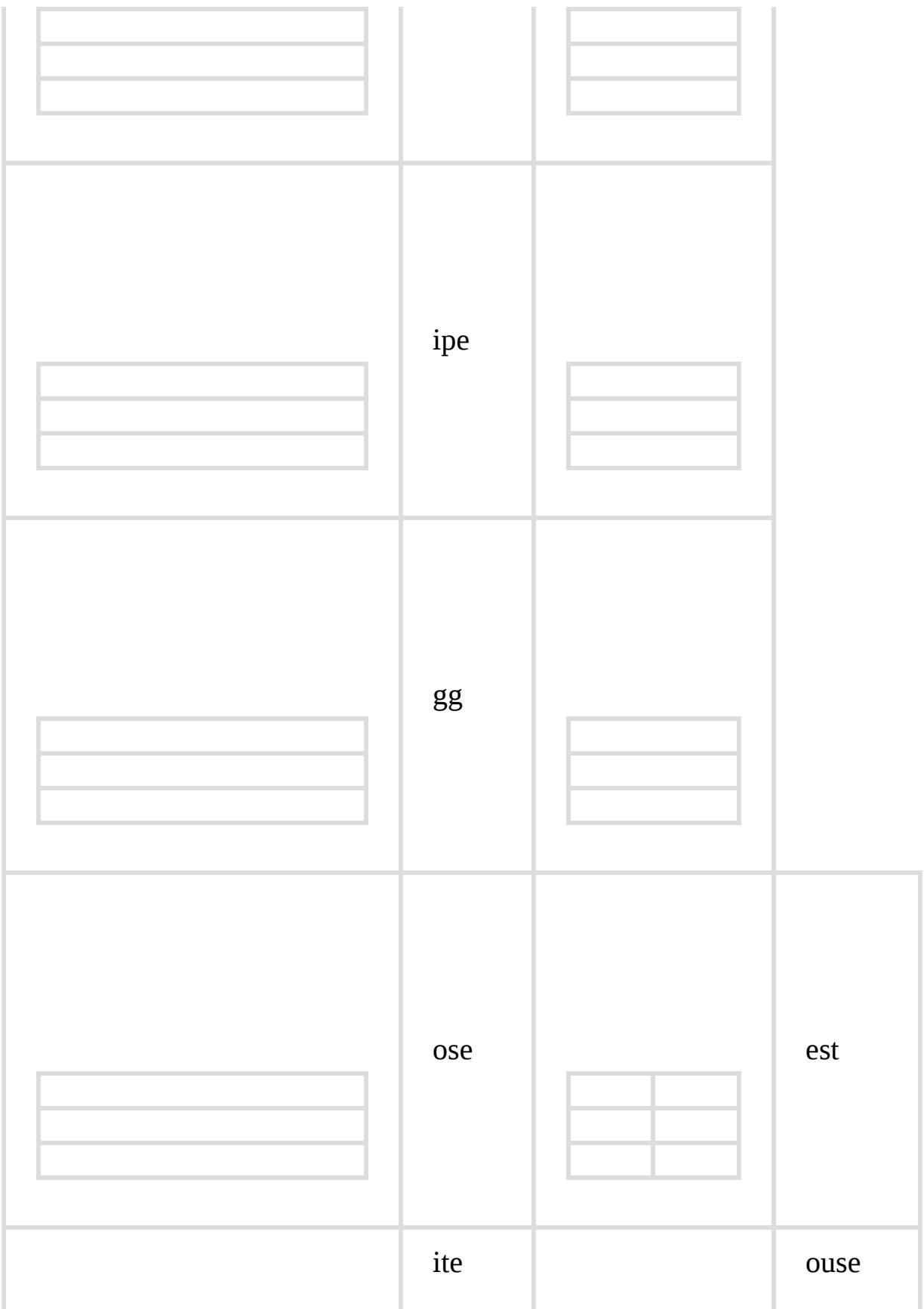
The red rose grows by the river.

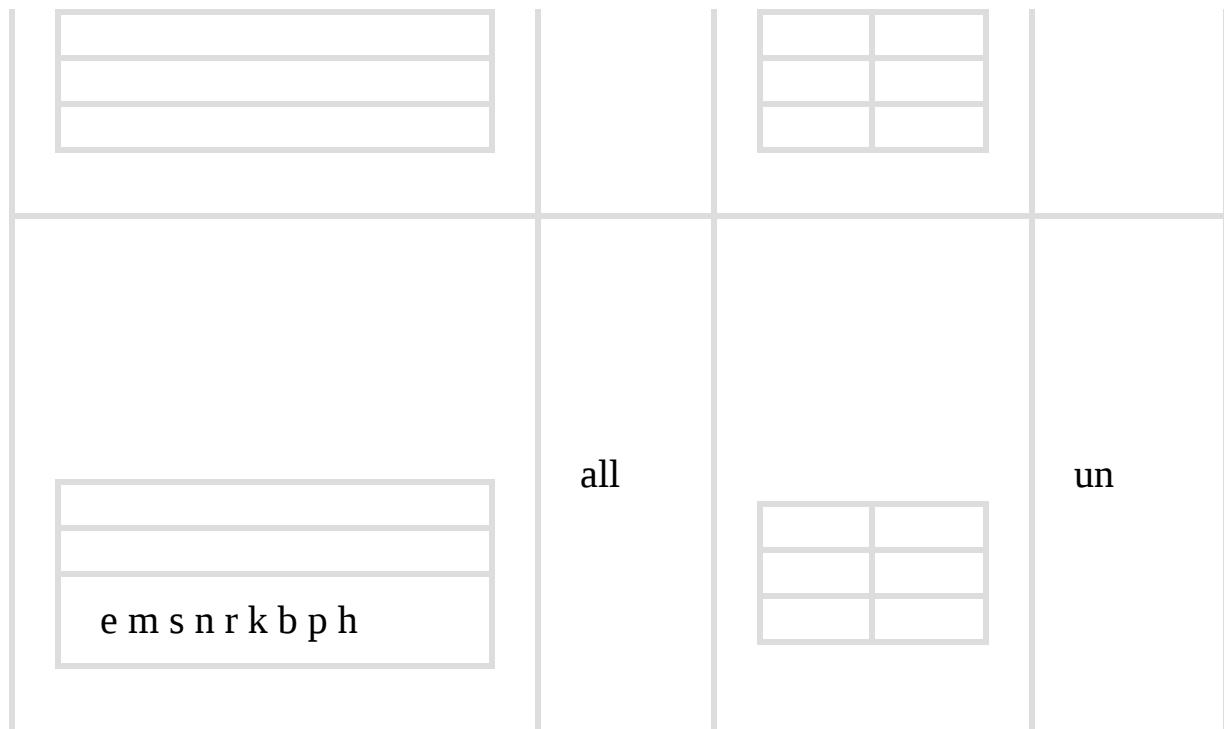
LO 3.8.1

LO 5.2

- See whether you can fill in the correct letters to complete the word.
- Draw the pictures.

oon





LO 3.7.1

## Assessment

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.1 recognises differences in pronunciation between home and additional language;

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game);

***Learning Outcome 5: THINKING AND REASONING:*** The learner is able to use language to think and reason, and access, process and use information for learning.

***Assessment Standard 5.2:*** We know this when the learner uses language for thinking and problem-solving.

## Story Time 01 - The three little Elves - Chapter 1

# **ENGLISH FIRST ADDITIONAL LANGUAGE**

## **Story Time**

## **EDUCATOR SECTION**

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#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners read the story “The three little elves”, make the illustrations and express their feelings about the story.

Opportunities are given to learn new English sounds and complete phonic exercises.

Insight and understanding of learners are tested by choosing the right words to complete the sentences.

Vocabulary regarding clothes are expanded and revised.

Integration of themes

- Social Justice

Learners must know and strive to be thankful, helpful and generous as regards their fellow beings.

## LEARNER SECTION

### Content

- Listen first, then read the story of .....

### **The three little elves – Chapter 1**

Once upon a time there was an old man. This man was a shoemaker. A shoemaker is someone who makes shoes.

The shoemaker lived with his wife in a little house.

They were very poor but they were very kind.

“Kind” means

.....

(to help people and animals or to hurt people and animals)

- Draw the shoemaker, his wife and his little house.



LO 1.1.7

LO 3.3.1

## Phonics

- These sounds are different in English.

a as in apple  i as in ink  o as in ostrich 

- Read the words.
- Say the first sound in each word.
- Draw the pictures.

apple	ant	ankle	aquarium
ink	indian	ill	in
ostrich	orange	ox	oxo

LO 3.3

LO 3.7.2

Dear Wife, I only have enough  
leather for one pair of shoes.  
I will sell the shoes and buy  
some bread.

Oh dear! What shall we do?  
We will have no more money.  
We will die of hunger.

## Chapter 2

- Who do you think is talking?
- Draw them.

So the shoemaker cut out his last pair of shoes and left them on the workbench.

Then he and his wife went to bed.

The next morning the shoemaker got up to stitch his last pair of shoes.

“Wife! Wife!” He called.

“Come and see the shoes are stitched!”

“You will get a lot of money for those beautiful shoes,” said his happy little wife.

And so he did! He bought enough leather for two pairs of shoes.

LO 1.1.4

LO 2.1

LO 3.1.1

## Phonics

- These sounds are different in English.

u as in umbrella 

g as in gate



j as in jug



- Read the words.
- Say the first sound in each word.
- Draw the pictures.

umbrella	uncle	up
gate	game	goose
jug	jam	jacket

LO 3.7.2

The shoemaker cut out the two pairs of shoes and left them on the workbench. Then he and his wife went to bed.

The next morning the shoemaker got up to stitch his two pairs of shoes.

“Wife! Wife!” he called.

“Come and see the shoes are stitched!”

“You will get a lot of money for those beautiful shoes,” said his happy little wife.

“But who could have stitched them?” asked the shoemaker.

Well, he did get a lot of money for the beautiful shoes. He bought enough leather for four pairs of shoes.

- Talk about who you think made the shoes for the shoemaker.
- Talk about why you think his shoes were made for him.
- Draw the two pairs of beautiful shoes.



LO 1.1.1	LO 2.10	LO 3.2.2	LO 3.3.1	
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## Phonics

- These sounds are different in English.

v as in van



w as in water



y as in yellow



- Read the words.

- Say the first sound in each word.

- Draw the pictures.

van	vase	vegetable
water	watermelon	wall
yellow	yes	yacht



## Chapter 4

This went on for a long time.

The shoemaker and his wife were never hungry.

One night the shoemaker's wife said, "Let's sit up and find out who makes our shoes".

And so they did.

When the clock struck twelve, three little elves ran into the room. They jumped onto the workbench.

They rapped and tapped and made all the shoes. Then they ran away.

- Look at the picture.



- Talk about elves.

-What are they?

-What do they look like?

-How big are they?

-Where do you think they live?

-Why did they help the shoemaker?

LO 2.5

LO 3.2.3

LO 3.3.1

LO 6.1

## Chapter 5

The kind shoemaker and his kind wife made some new clothes for the little elves.

That night they left the new clothes with the leather.

When the clock struck twelve, the three little elves came in to stitch the shoes.

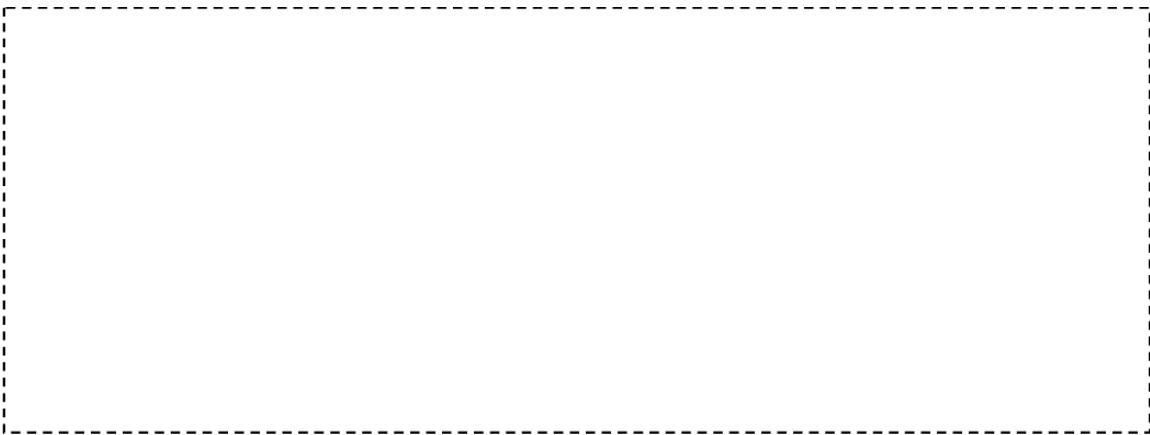
They saw the beautiful clothes and put them on.

They rapped and tapped until all the shoes were made. Then they ran away and were never seen again.

The shoemaker and his wife were rich.

They made many pairs of shoes and sold them. They lived happily ever after.

- Draw the new clothes for the elves.



- Choose one and colour it.



I liked the story  
very much



I did not like the story  
because

.....

.....

.....

.....

LO 1.1.6		LO 3.8.1		LO 6.6	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

- 1.1.1 predicts what the story will be about from the title;
- 1.1.4 recalls and retells parts of the story;
- 1.1.6 expresses feelings about the story;
- 1.1.7 discusses in own home language any social and ethical issues (e.g. whether something is fair);

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

- 1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. 'u' and 'ur' in 'hut' and 'hurt');

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases;

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example;

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning:

- 3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

**Assessment Standard 3.2:** We know this when the learner makes meaning of written text by reading with the teacher;

3.2.2 predicts what a book is about from the title;

3.2.3 answers literal questions about the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.2 recognises some differences between sound/spelling relationships in home and additional language (e.g. ‘thatha’ and ‘thin’);

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

**Learning Outcome 6:GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner understands and uses a variety of question forms (e.g. ‘where...?’, ‘when...?’, ‘why...?’);

**Assessment Standard 6.6:** We know this when the learner understands some adjectives (e.g. bored, tired).

## Story Time 02 - My clothes

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Story Time

## EDUCATOR SECTION

### Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners read the story “The three little elves”, make the illustrations and express their feelings about the story.

Opportunities are given to learn new English sounds and complete phonic exercises.

Insight and understanding of learners are tested by choosing the right words to complete the sentences.

Vocabulary regarding clothes are expanded and revised.

Integration of themes

- Social Justice

Learners must know and strive to be thankful, helpful and generous as regards their fellow beings.

## **LEARNER SECTION**

### **Content**

#### **My clothes**

- Read, draw and colour only those clothes you wear.
- I wear .....

a shirt	trousers or slacks	shoes
socks	jersey	jacket
dress	jeans	cap

LO 3.1

LO 3.3.1

- Choose the word to describe your clothes.

My shirt is ..... white, blue, pink, red, black

My/The dress is ..... white, blue, pink, red, black

My shoes are ..... black, brown,  
white, red

My shoes are .....  
big, small

My shoes are ..... my friend's shoes. bigger than,  
smaller than

My socks are .....  
big, small

My socks are ..... my friend's socks. bigger than,  
smaller than

LO 4.5

LO 5.1

LO 6.6

- These sounds are different in English.

c as in cat



qu as in queen



Phonics

- Read the words.
- Say the first sound in each word.
- Draw the pictures (where possible).

cat	cabbage	cage
camel	canary	carpet
queen	quick	quack

- Say these sounds:

a, c, g, o, i, u, j, v, w, y

LO 1.5.1

LO 3.7.2

- Draw the pictures.
- Cut out the circles.
- Paste and sort them.

apples

bed

dog

sock

cat

orange

dress

trousers

table

shirt

shoe

cupboard

horse

chair

cow

peaches

watermelon

LO 3.8.1

Animals



Furniture



Fruit



Clothes

LO 5.3.2

**Assessment**

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’);

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning:

3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.2 recognises some differences between sound/spelling relationships in home and additional language (e.g. ‘thatha’ and ‘thin’);

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game);

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.5:** We know this when the learner writes sentences using a ‘frame’ (e.g. ‘I can...’);

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner understands concepts and vocabulary relating to measurement (e.g. ‘how long is it?’ ‘how far is it?’);

**Assessment Standard 5.3:** We know this when the learner collects and records information in different ways:

5.3.2 records information in different ways (e.g. a table, chart a diagram, a bar graph).

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.6:** We know this when the learner understands some adjectives (e.g. bored, tired).

## Story Time 03

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Story Time

## EDUCATOR SECTION

### Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners read the story “The three little elves”, make the illustrations and express their feelings about the story.

Opportunities are given to learn new English sounds and complete phonic exercises.

Insight and understanding of learners are tested by choosing the right words to complete the sentences.

Vocabulary regarding clothes are expanded and revised.

Integration of themes

- Social Justice

Learners must know and strive to be thankful, helpful and generous as regards their fellow beings.

## LEARNER SECTION

### Content

- Listen to the sentences.
- Clap when you hear the sound in the margin.
- Read the sentence and mark the sound in the margin in

red.

- Write the sentence underneath.
- Read the sentence again.
- Draw the picture.

a Ann hurt her ankle at Alice's.

.....

.....

.....

.....

i The Indian put the ink in the pot.

.....  
.....  
.....  
.....

o The ostrich ate an orange.

.....  
.....  
.....  
.....

u My uncle walked under the umbrella.

.....

.....

.....

.....

g The goose came to the gate.

.....

.....

.....

.....

j The jelly and the jam are in jugs.

.....  
.....  
.....  
.....

LO 4.5

LO 4.7

v Val put the vegetables in the van.

.....  
.....

.....  
.....



w Where is the watermelon?

.....  
.....

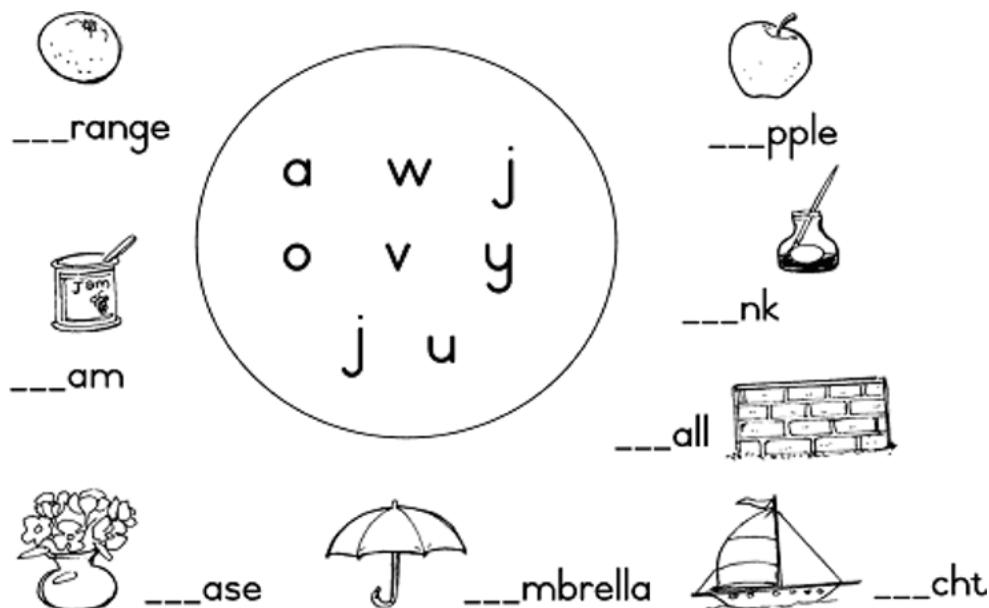
.....  
.....



y Yes, you can go in the yellow yacht.



- Use the letters in the circle to complete the words.
- The pictures will help you.



- Say the sound of the first letter of every word.

LO 2.5

LO 3.7.2

## **My Dictionary Page**

- Say the sound of the first letter of every word.
- Draw the pictures.
- Keep this page in your file.

<b>a</b> as in apple	<b>b</b> as in ball	<b>c</b> as in cat	<b>d</b> as in dog
<b>e</b> as in egg	<b>f</b> as in fox	<b>g</b> as in gate	<b>h</b> as in house
<b>i</b> as in ink	<b>j</b> as in jug	<b>k</b> as in kite	<b>l</b> as in leg
<b>m</b> as in man	<b>n</b> as in nest	<b>o</b> as in ostrich	<b>p</b> as in pipe
<b>qu</b> as in queen	<b>r</b> as in rose	<b>s</b> as in snake	<b>t</b> as in tap
<b>u</b> as in umbrella	<b>v</b> as in van	<b>w</b> as in water	<b>y</b> as in yacht

LO 2.5

LO 2.6

LO 3.7.2

LO 5.5

- Play this with a friend.

- Each one has a turn.
- Close your eyes.
- Drop a coin on a block.
- Say a word beginning with that sound.
- If you are right, write your name in the block.
- The one with the most blocks wins.

a	t	h	y	c	r
qu	l	f	e	m	a
n	g	b	o	s	i
k	w	m	p	t	v
d	j	g	i	f	h
c	u	p	j	r	n
e	o	l	b	k	d

LO 1.4

LO 1.5.1

LO 3.3

**My vocabulary page**

- I can read these words.
- Keep this page in your file.

once	upon	time	old
man	this	shoemaker	shoes
wife	poor	kind	enough
leather	pair	buy	money
die	hunger	last	workbench
next	morning	stitch	bought
clock	struck	twelve	rapped
tapped	clothes	rich	sold

LO 3.3.1		LO 5.5	
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## Assessment

***Learning Outcome 1:LISTENING:*** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly;

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’);

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object;

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.2 recognises some differences between sound/spelling relationships in home and additional language (e.g. ‘thatha’ and ‘thin’);

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.5:** We know this when the learner writes sentences using a ‘frame’ (e.g. ‘I can...’);

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.5:** We know this when the learner keeps a personal dictionary and uses a children's dictionary.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Percy the Porcupine**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The topic “Story time” continues with that of “Percy the porcupine” who tries to find a friend and cannot understand why the farm animals will not be his friends.

This module is integrated with the learning area, Mathematics and explores the possibility of shapes in the story.

Polite forms of greeting are repeatedly used.

Activities to learn the vocabulary of animals and their babies, and noises of animals have been designed.

Integration of themes

- A healthy environment

Farm animals are important to Man and should be cared for.

- Social Justice

**The feelings of others are important and learners must learn to be sensitive to them.**

## LEARNER SECTION

### Content

- Listen to the poem several times
- Ask questions about words/things you do not understand.
- Recite it in three groups.
- Read it.

## Percy

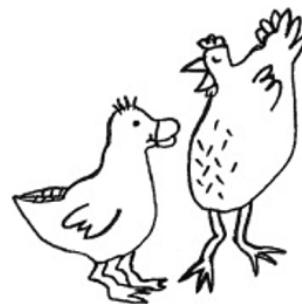
Percy the Porcupine?  
Has quills so long  
and thin and sharp  
no friend of mine!"  
says the hen  
in the pen,  
with a cluck  
to the duck.

Percy the Porcupine?  
He's a dangerous one  
not at all fun!  
no friend of mine!"

says the cow  
who is brown  
lying down  
on the ground.

Percy the Porcupine?  
Gives me a shiver  
when I see him quiver  
no friend of mine!"  
says the sheep  
with a bleat,  
as he creeps in a heap.

G.J.M.



LO 1.1.2

LO 2.8

LO 3.2

LO 3.8.6

## Percy's Poem

- Now we know these words. Read them.
- Draw the pictures.



Percy the Porcupine



a hen



a duck



a brown cow

long, sharp quills

a sheep

- Complete:

1. Percy is a .....

2. The cow is ..... (black or brown).

3. The quills are ..... (short / long / sharp / blunt)

4. I think the animals in the poem are .....  
(afraid of / kind to) Percy

LO 3.3.1		LO 3.2.4		LO 4.5
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- Listen while your teacher reads the story page by page.
- Listen and follow the story.
- Read the story with your teacher.
- Read it by yourself.

Percy the Porcupine lived in the forest.  
He lived under a berry bush.  
He slept on a bed of leaves.  
Percy made the bed himself.



- Draw Percy under the berry bush.

LO 3.2		LO 3.8.1	
--------	--	----------	--

Percy had an oval-shaped body with long, sharp, spiky quills. He was not beautiful, but for a porcupine he was lovely!

He had round, black, beady eyes.

He had a few porcupine friends in the forest but he did not often see them. They were always too busy looking for twigs and bark. They had no time to play with him. He was a lonely little porcupine.

One day Percy said, "I will find a friend to play with me."

He left the berry bush.

He followed the path through the forest until he came to Farmer Browns' farmyard.

There he met Mother Hen and her three little chicks.

"Aha!" he said. "Here are some friends to play with me.

I can play with Mother Hen.

I can play with the three little chicks.

We can play hide-and-seek.

We can play ball.

We can play all kinds of games."

So he crept nearer and said,

"Good morning, Mother Hen. My name is Percy. Will you be my friend?

Will you play with me?"

But Mother Hen clucked loudly and said, "No, Percy, I will not be your friend. I will not play with you. Your quills are too sharp. Go away! Go away!"

- Draw Mother Hen and her three little chicks.



LO 1.1.4

LO 2.1

LO 3.2.5

Percy was sad. He walked on and met Old Brown Cow and her little calf.

"Aha!" he said. "Here are some friends to play with me.

I can play with Old Brown Cow.

I can play with the little calf.

We can play hide-and-seek.

We can play ball.

We can play all kinds of games."

So he crept nearer and said,

"Good morning, Old Brown Cow. My name is Percy. Will you be my friend?

Will you play with me?"

But Old Brown Cow lowed loudly and said, "No, Percy, I will not be your friend. I will not play with you. Your quills are too sharp. Go away! Go away!"

- Draw Old Brown Cow and her calf.



LO 2.5		LO 3.2		LO 3.2.4	
--------	--	--------	--	----------	--

Percy was sad. He walked on and met Mrs Sheep and her two little lambs.

"Aha!" he said. "Here are some friends to play with me.

I can play with Mrs Sheep.

I can play with the two little lambs.

We can play hide-and seek.

We can play ball.

We can play all kinds of games."

So he crept nearer and said,

"Good morning, Mrs Sheep. My name is Percy. Will you be my friend? Will you play with me?"

But Mrs Sheep bleated loudly and said, "No, Percy, I will not be your friend. I will not play with you. Your quills are too sharp. Go away! Go away!"

- Draw Mrs Sheep and her two little lambs.



LO 1.1.1

LO 2.5

LO 3.8.1

Percy the Porcupine was very, very sad.

Nobody wanted to be his friend.

Nobody wanted to play with him.

Nobody wanted to play hide-and-seek.

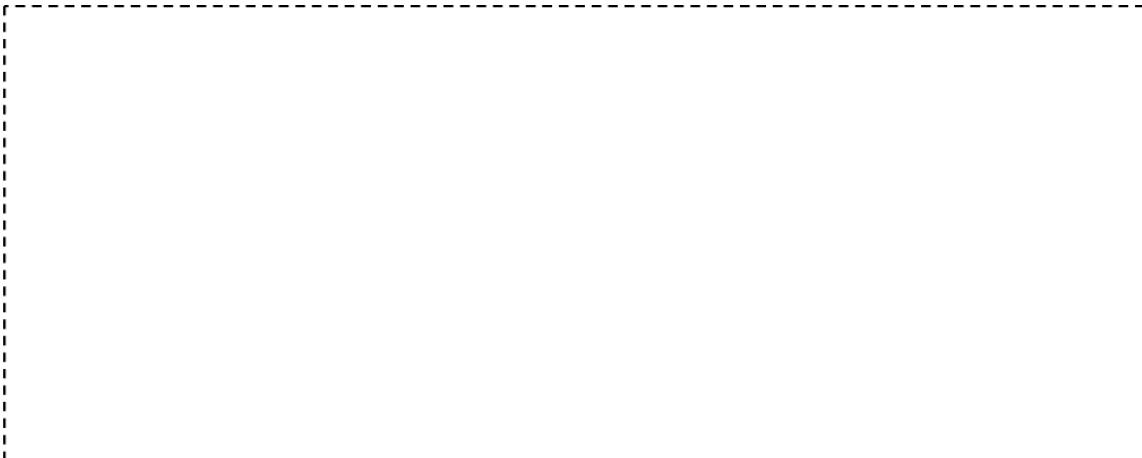
Nobody wanted to play ball.

So he walked back to his berry bush and cried himself to sleep.

And there the porcupines of the forest found him.

"Percy!" they said, "we will be your friends. We will play with you". And so they did!

- Draw Percy and the porcupines of the forest playing.



## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.1 predicts what the story will be about from the title;

1.1.2 answers literal comprehension questions (e.g. true/false questions);

1.1.4 recalls and retells parts of the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases:

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.8:** We know this when the learner asks for clarification (e.g. ‘can you explain it again, please?’):

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner makes meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

3.2.4 describes how the story makes self feel;

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words; awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.1 reads and follows instructions (e.g. how to play a game);

3.8.6 reads familiar poems and rhymes;

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.5:** We know this when the learner writes sentences using a ‘frame’ (e.g. ‘I can...’).

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Percy the Porcupine**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

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Polite forms of greeting are repeatedly used.

Activities to learn the vocabulary of animals and their babies, and noises of animals have been designed.

Integration of themes

- A healthy environment

Farm animals are important to Man and should be cared for.

- Social Justice

The feelings of others are important and learners must learn to be sensitive to them.

## **LEARNER SECTION**

### **Content**

- Read these sentences.
- Write them over.
- Write them under the right picture.

Percy the Porcupine lived under a berry bush.

Old Brown Cow, will you be my friend?

Mrs Sheep, will you be my friend?

Mother Hen, will you be my friend?

Nobody wants to play with me.

We will be your friends.

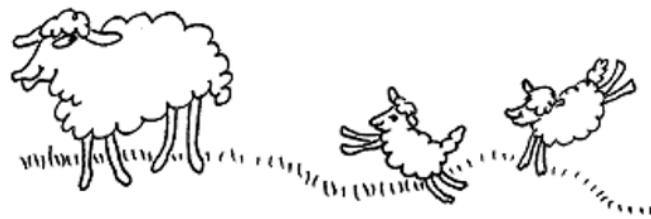
LO 3.3.1



LO 2.5

LO 4.5

LO 4.7



LO 2.5

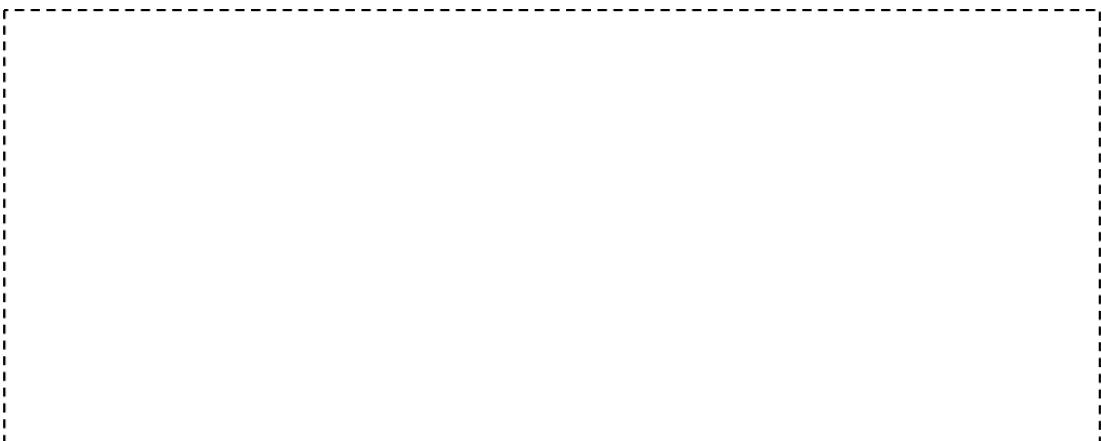
LO 4.5

LO 4.7

- Read.
- Choose the right one.
- Write it.
- Draw the pictures.

Mother Hen and her	two lambs
The Old Brown Cow and her	three chicks
Mrs Sheep and her	one calf

- Draw.



One friend for Percy



Two friends for Percy.



Three friends for Percy.

LO 4.5

LO 5.4



- Make a list of your friends.
- Write their names.
- Count the names.

# My Friends

## LO 4.4

- Here is a list of words with "a" as in "apple" in the middle.
- Sound the word.
- Draw the picture.
- Learn to write the words for a spelling test.

bat	bag	dam	dad
fat	fan	hat	ham
jam	lap	lad	mat
man	rat	ran	rag
cat	tap	pat	pan
nap	wag	van	sat

## Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words;awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.1 reads and follows instructions (e.g. how to play a game);

3.8.6 reads familiar poems and rhymes;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.4:** We know this when the learner writes lists and gives them headings (e.g. insects: ants, bees, butterflies):

**Assessment Standard 4.5:** We know this when the learner writes sentences using a ‘frame’ (e.g. ‘I can...’):

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.4:** We know this when the learner uses language to understand concepts and vocabulary relating to different learning areas (e.g. makes a timeline for history).

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Percy the Porcupine**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

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The topic “Story time” continues with that of “Percy the porcupine” who tries to find a friend and cannot understand why the farm animals will not be his friends.

This module is integrated with the learning area, Mathematics and explores the possibility of shapes in the story.

Polite forms of greeting are repeatedly used.

Activities to learn the vocabulary of animals and their babies, and noises of animals have been designed.

### Integration of themes

- A healthy environment

Farm animals are important to Man and should be cared for.

- Social Justice

The feelings of others are important and learners must learn to be sensitive to them.

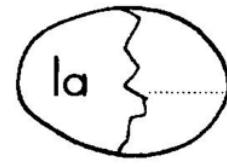
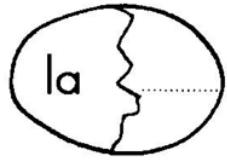
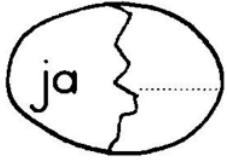
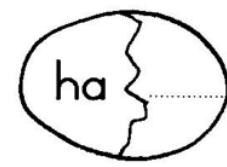
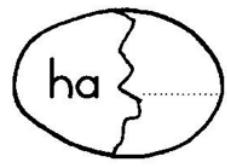
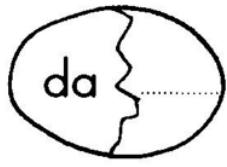
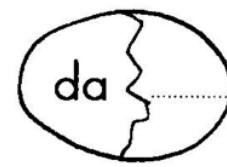
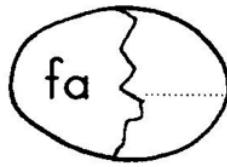
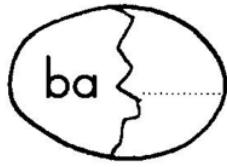
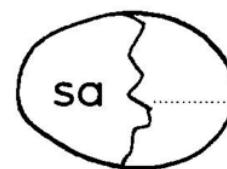
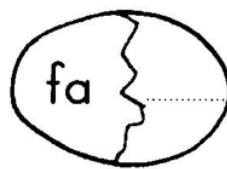
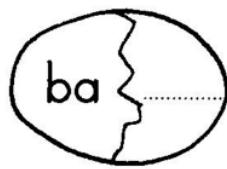
## LEARNER SECTION

### Content

- Farmer Brown has many hens.
- Hens give us eggs to eat.
- Thank you, Hens, for the eggs.
- Choose one of these letters to make the word.



- Sound the word.
- Make a sentence with the word.
- Write the word.



LO 4.3

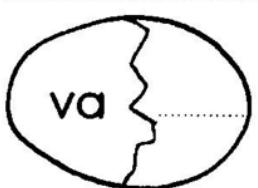
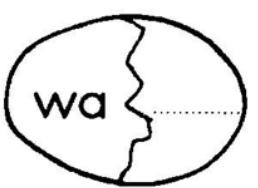
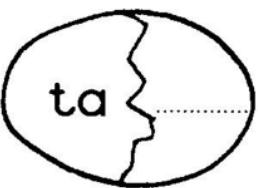
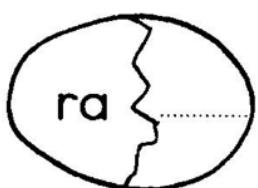
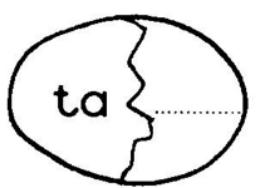
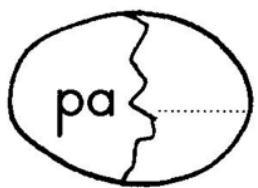
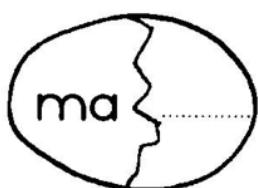
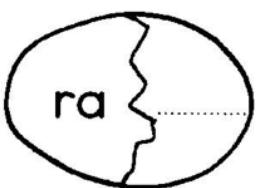
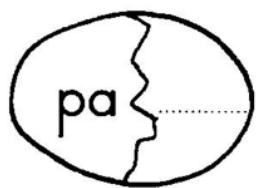
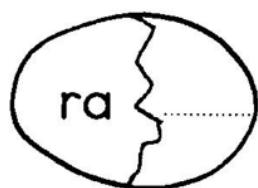
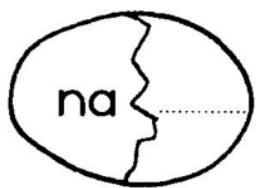
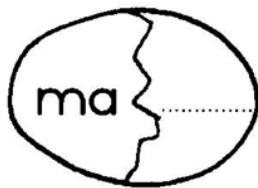
LO 4.5

- Choose one of these letters to make the word.

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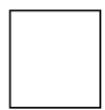
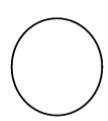
- Make a word.
- Sound the word.
- Make a sentence with the word.

- Write the word.



LO 4.3	
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- Look at these shapes.



circle

square

rectangle

cylinder

triangle

oval

- Look at Percy.



- Choose the shape that best fits Percy's:

1. Draw the shape.	2. Write the name.
eyes	
teeth	
body	
quills	

LO 3.3.1		LO 5.4	
----------	--	--------	--

- Here are some words with "e" as in "egg" in the middle.
- Sound the word.
- Draw the picture.
- Learn to write the words for a spelling test.

bed	beg	den	fed
hem	jet	let	leg
met	men	net	pet
peg	pen	red	set
ten	wet	web	vet

LO 4.3

Farmer Brown has many cows. Cows give us milk to drink. Thank you, Cows, for the milk.

- Choose one of these letters to make the word.

**g**   **d**   **n**   **t**   **m**

- Sound the word.
- Make a sentence with the word.
- Write the word.



LO 2.6

- Choose one of these letters to make the word.

t

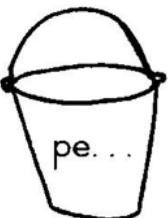
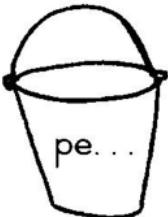
g

n

d

b

- Sound the word.
- Make a sentence with the word.
- Write the word.



## Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words;awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.5:** We know this when the learner writes sentences using a ‘frame’ (e.g. ‘I can...’):

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.4:** We know this when the learner uses language to understand concepts and vocabulary relating to different learning areas (e.g. makes a timeline for history).

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Percy the Porcupine**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The topic “Story time” continues with that of “Percy the porcupine” who tries to find a friend and cannot understand why the farm animals will not be his friends.

This module is integrated with the learning area, Mathematics and explores the possibility of shapes in the story.

Polite forms of greeting are repeatedly used.

Activities to learn the vocabulary of animals and their babies, and noises of animals have been designed.

### Integration of themes

- A healthy environment

Farm animals are important to Man and should be cared for.

- Social Justice

The feelings of others are important and learners must learn to be sensitive to them.

## LEARNER SECTION

### Content

#### Animals talk

- The story on page 3 will tell you which noises they make. Choose the right one.
- Draw the pictures.

A hen	
A cow	
A sheep	

lows

bleats

clucks

- Other animals.

A cock	
A dog	
A horse	
A cat	

barks

mews

crows

neighs

LO 3.8.1		LO 4.3	
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- Here are some words with "i" as in "ink" in the middle.
- Sound the word.
- Draw the picture.
- Learn to write the words for a spelling test.

bit	bin	dip	dim
fit	fig	fin	hit
kit	lip	lid	pip
rim	sit	sip	tip
tin	vim	six	

LO 4.3

Farmer Brown has many sheep. Sheep give us wool. Thank you, Sheep, for the wool.

- Choose one of these letters to make the word.

(t) (n) (p) (m) (g) (d)

- Sound the word.
- Make a sentence with the word.
- Write the word.

bi... fi... di... li...

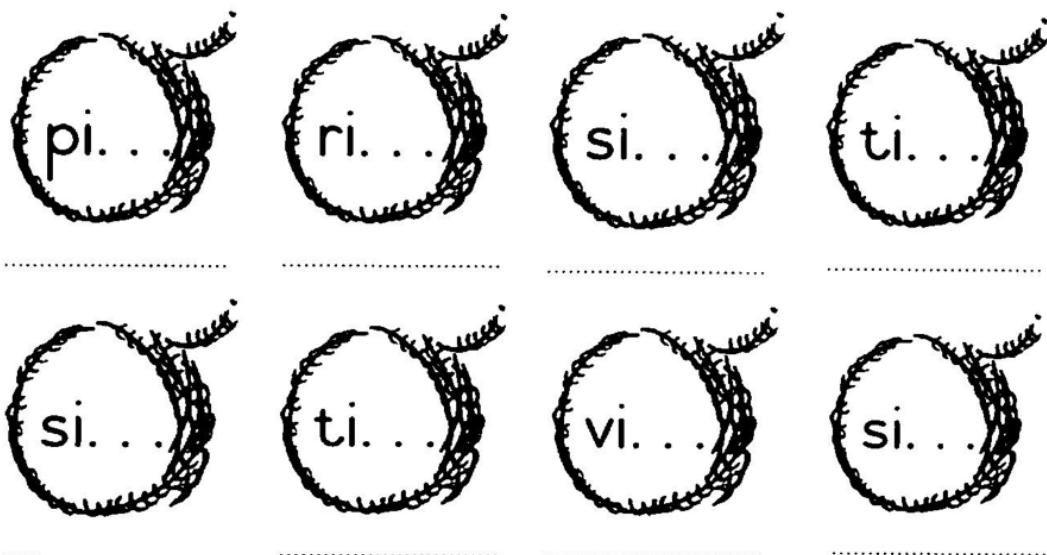
ki... hi... fi... bi...

LO 4.3

- Choose one of these letters to make the word.

**p**   **m**   **t**   **n**   **x**

- Sound the word.
- Make a sentence with the word.
- Write the word.



LO 4.3

- Complete the sentences with the letters ...

a or e or i

- Read the sentences.

1. D\_\_d m\_\_t the m\_n.
2. I like j\_\_m and h\_\_m.
3. The c\_\_t s\_\_t on the m\_\_t.
4. I have s\_\_x c\_\_ts.
5. The f\_\_g is in the b\_\_g.
6. My p\_\_n is r\_\_d.
7. I go to b\_\_d.
8. The r\_\_t is in the t\_\_n.

LO 1.5.1	
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I'm so clever!

As clever as can be!

I can write –



I can write an ENGLISH STORY!

- Write your own story.
- Here are some words to help you,



LO 3.3.1		LO 4.6		LO 4.7	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’).

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words;awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.1 reads and follows instructions (e.g. how to play a game);

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.6:** We know this when the learner writes own sentences without a ‘frame’ (e.g. expressing feelings and personal

opinions):

**Assessment Standard 4.7:** We know this when the learner writes uses punctuation — commas, question marks and exclamation.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Sly old Fox**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The story of “The Sly Old Fox” gives learners the opportunity to discuss such moral issues as honesty, truthfulness and faithfulness.

Learners write the dialogue between the characters.

A graph is kept for recording results of future spelling tests.

They read a factual article on crabs and make up their own story stimulated by a picture.

## **Integration of themes**

- Social Justice

We have a responsibility towards our friends. We need to be loyal, honest and helpful.

## **LEANER SECTION**

### **Content**

- Listen to the poem.
- Discuss the title.
- Discuss the moral issues; manners, helpfulness, etc.
- Read and learn the poem.
- Decorate your page.

### **Manners make the Man**

We don't only need to learn

how to read and write.

We need to learn our manners too,

be caring, and not fight.

Books don't teach us manners

we have to practise these,

remembering our thank you's

and asking with a "please".

If we are kind and helpful

and polite to our brothers,  
the world would be a better place.

So let us all remember:

**OUR MANNERS!**

G.J.M.

LO 1.1.7		LO 3.2.1		LO 3.2.3		LO 3.2.6	
-------------	--	-------------	--	-------------	--	-------------	--

- Listen to the story.
- Answer your teacher's questions.
- Read it with your teacher.
- Read it to your teacher.

### **The Story of the Sly Old Fox**

(adapted)

One day the sly old fox went down to the river.

Foxes are sly and clever. They always make clever plans to trick other animals.

Looking across the river he saw

some big fat crabs scurrying

along on the sand.

Now you know foxes can't swim.

Foxes don't like water one bit.

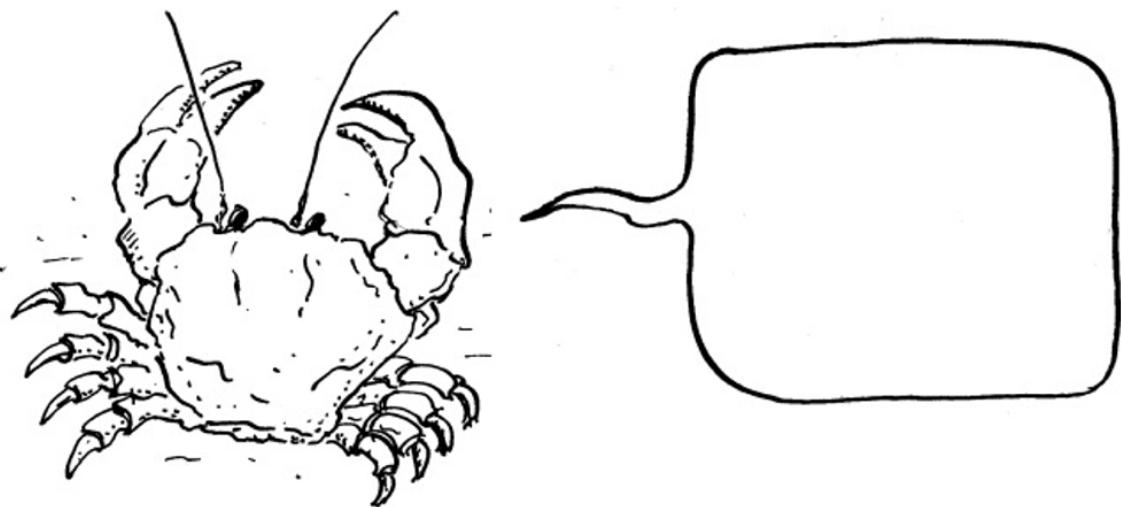


- Draw the fox on the left. Draw the big fat crabs on the right. Draw the river in the middle.

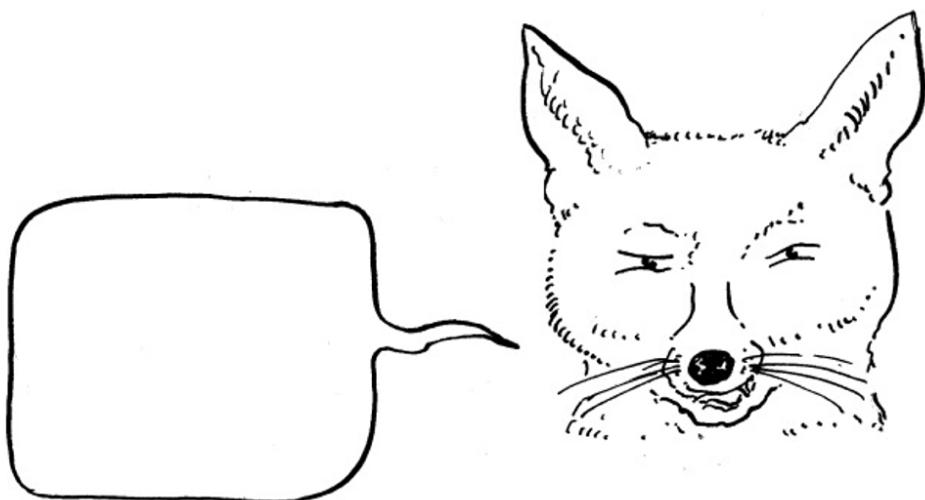
LO 3.1.1		LO 3.2.1		LO 3.3.1	
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- Read and write.
- What do you think they will say?

A crab sees a fox and says:



A fox sees a crab and says:



LO 4.10

- The story goes on . . . .

- Listen first.
- Read.

Just then a camel came out of the forest



"I can show you a place where the corn is ripe

and the barley grows as green as green can be.

If you take me across the river, I will show you where all this food is,"

said the fox.

"Get on my back," said the camel, "I will take you across.

You can show me a place where the corn is ripe

and the barley grows as green as green can be."

So the fox jumped on the camel's back.

The camel swam across the river.

---

LO 2.3

LO 3.1.1

LO 3.2.3

LO 3.4

- Put the words in the right order by drawing a path.

I  
a      can      you  
can      show      is      ripe  
place      the      corn      the  
where  
                    barley  
grows  
                    green      as  
as  
                    green      be  
can

- Complete these sentences.

I can

..... a  
place.

The corn is ..... and

.....

.....  
grows as

.....  
.....

LO 1.2

LO 1.4

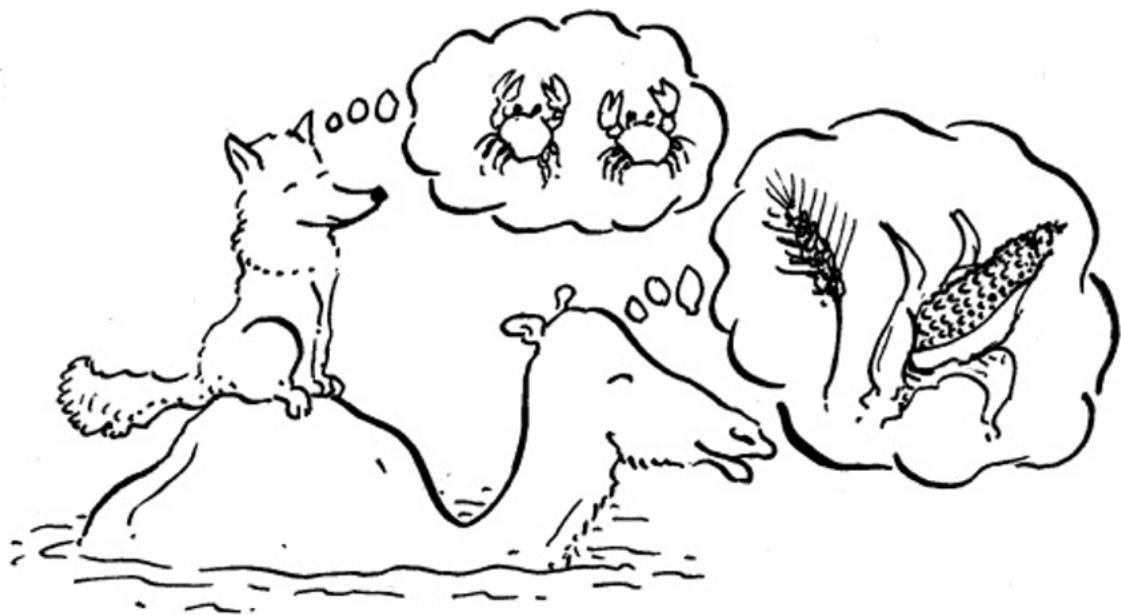
LO 4.3

LO 5.2

- Draw the fox on the camel's back in the middle of the river.



- Discuss what each one is thinking.



LO 2.5		LO 2.10	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.7 discusses in own home language any social and ethical issues (e.g. whether something is fair);

**Assessment Standard 1.2:** We know this when the learner shows understanding of recounts by recalling events in the right sequence:

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.3:** We know this when the learner shows awareness of appropriate cultural forms of address (e.g. how politeness and terms of respect vary in different languages):

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning:

3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

**Assessment Standard 3.2:** We know this when the learner makes meaning of written text by reading with the teacher:

3.2.1 reads title;

3.2.3 answers literal questions about the story;

3.2.6 discusses in own home language social and ethical issues;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words; awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.4:** We know this when the learner reads with increasing speed and fluency:

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.10:** We know this when the learner with support, writes a short story dialogue;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving.

## ENGLISH FIRST ADDITIONAL LANGUAGE

### **Sly old Fox**

#### **EDUCATOR SECTION**

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They read a factual article on crabs and make up their own story stimulated by a picture.

## Integration of themes

- Social Justice

We have a responsibility towards our friends. We need to be loyal, honest and helpful.

## LEANER SECTION

### Content

- Listen.
- Discuss.
- Read.

The fox did not even get the tip of his tail wet.

When they got to the other side the fox showed the camel the way to the ripe corn fields and the green, green barley.

The camel started eating the ripe corn and the green barley.

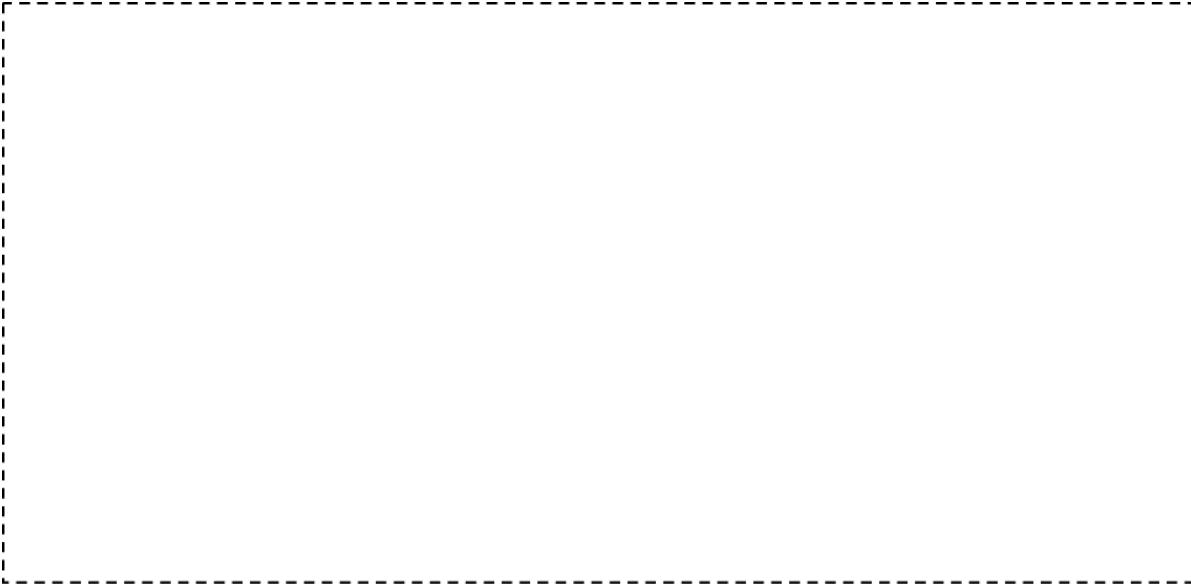
- Draw the picture.

The fox ran back to the river.

He ate the big fat crabs on the soft sand.

He ate many big fat crabs.

- Draw the picture.



LO 3.3.1

LO 3.4

- Listen.
- Discuss.
- Read.

When the fox had eaten as many crabs as he could he wanted to go home.



So the fox lay down on the sand and sang a little song.

He sang,

Somebody is eating your corn. Whoooooo!

Somebody is eating your barley. Whoooooo!

Whoooooo! Whoooooo! Whoooooo!

The farmer heard the song.

He ran out to the field to catch the fox.

But the fox hid behind the trees.

The farmer saw the camel in his field.

He beat him with sticks.

He chased him out of the field.

- Draw the picture.

LO 2.6.2

LO 3.1.1

LO 3.3.1

- Listen.
- Discuss.
- Read.

The fox found the camel lying on the sand.

“What happened to you, my friend?”

Asked the fox.

“Why did you sing that song?” asked the camel. “The farmer came and beat me with sticks!”

“Oh!” said the fox.

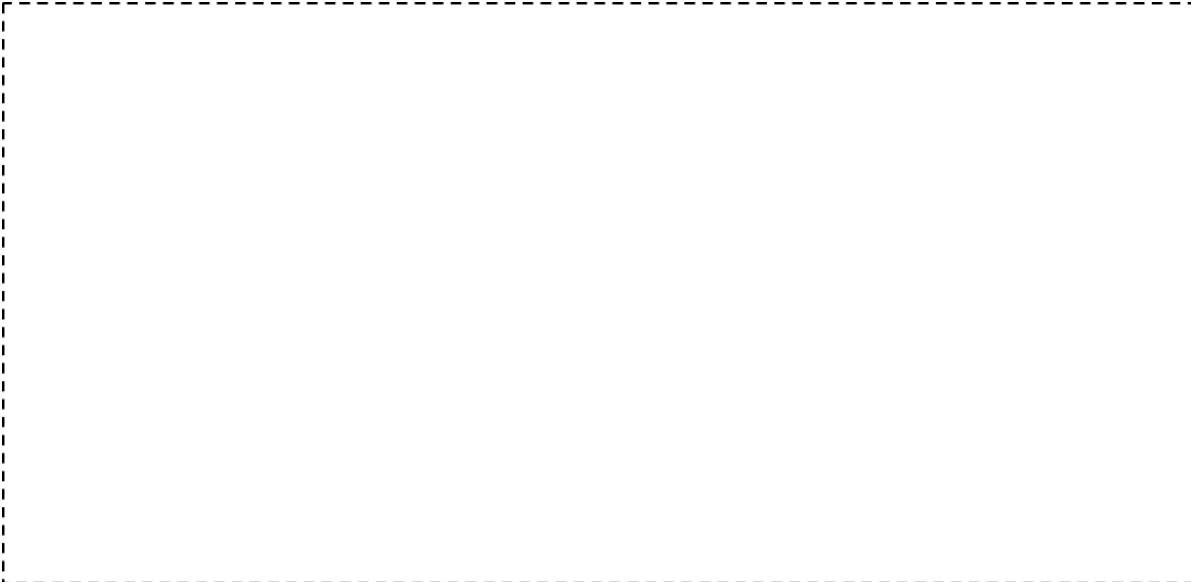
“I always sing after dinner.”

“Let’s go home,” said the camel. He was very cross. “Jump on my back. I will take you across the river.”

The fox climbed on his back. Not even the tip of his tail got wet.

When they came to the middle of the river where the water was deep, the camel said, “Now I must roll over. I always roll over after dinner.”

- Draw what you think happened.



LO 1.1.1		LO 2.5		LO 3.4	
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- Listen.
- Discuss.
- Read.

So the camel rolled over in the water.

The fox's tail got wet.

His body got wet.

His head got wet.

His nose got wet.

Soon the sly old fox was wet all over.

And that was the end of the sly old fox.

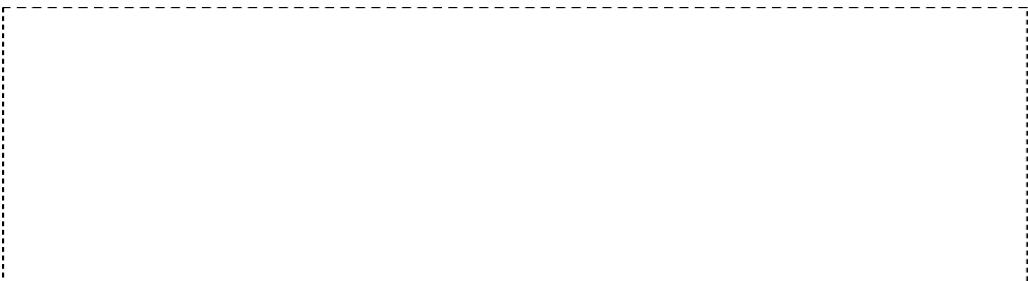
- Do you remember these words?
- Read and draw their pictures.



cow



calf



sheep



lamb



porcupine



hen



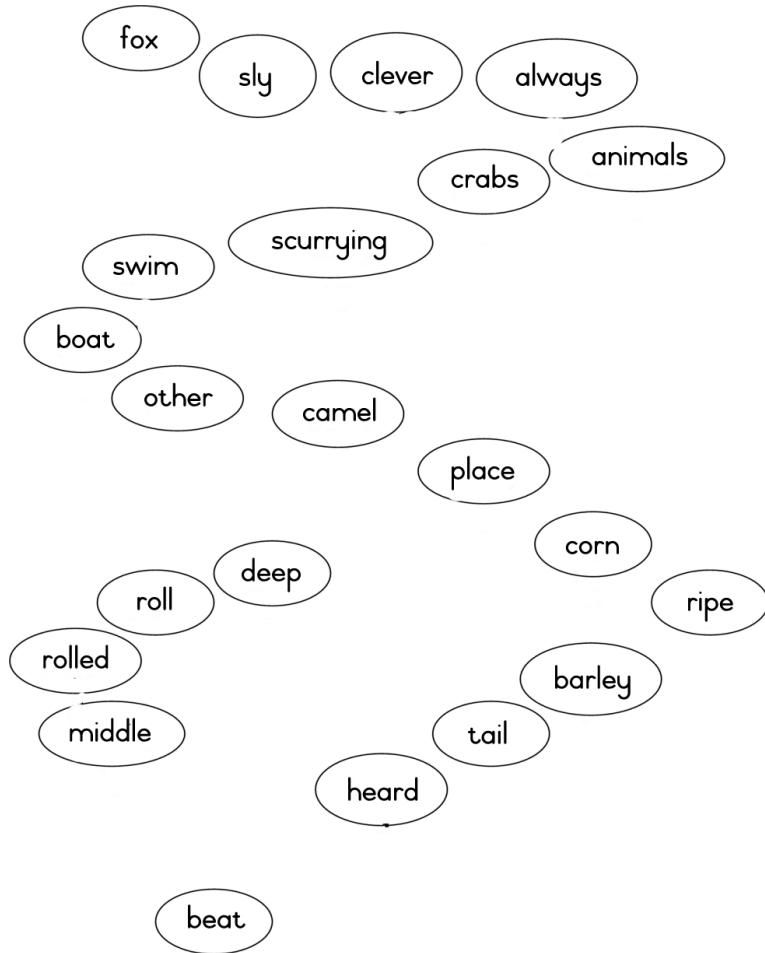
chicks



fox

LO 1.1.4		LO 3.2.4		LO 3.3.1	
----------	--	----------	--	----------	--

- Let's say these words so that we can read the story about the sly old fox again.
- Step over the stones carefully.
- Test your friend.



LO 1.4

LO 3.3.1

- Here are some words with “o” as in “orange” in the middle.
- Sound the word.
- Draw the picture.
- Learn to write the words for a spelling test.

box	fox	cot	dot
dog	hot	hop	job
lot	nod	pot	rot
rob	sob	top	

LO 1.5.1

## Assessment

***Learning Outcome 1:LISTENING:*** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.1 predicts what the story will be about from the title;

1.1.4 recalls and retells parts of the story;

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly:

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. 'u' and 'ur' in 'hut' and 'hurt');

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example:

2.6.2 pays attention to pronunciation and intonation as part of communication;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning:

3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

**Assessment Standard 3.2:** We know this when the learner makes meaning of written text by reading with the teacher:

3.2.4 describes how the story makes self feel;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words; awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.4:** We know this when the learner reads with increasing speed and fluency.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Sly old Fox**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The story of “The Sly Old Fox” gives learners the opportunity to discuss such moral issues as honesty, truthfulness and faithfulness.

Learners write the dialogue between the characters.

A graph is kept for recording results of future spelling tests.

They read a factual article on crabs and make up their own story stimulated by a picture.

##### **Integration of themes**

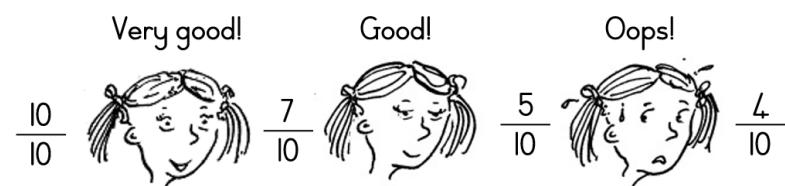
- Social Justice

We have a responsibility towards our friends. We need to be loyal, honest and helpful.

## LEANER SECTION

## Content

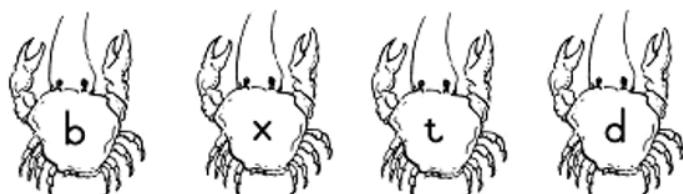
- Every time you write a spelling test you can colour in this graph.
- Write the date.
- Colour how many words you had right.



## My spelling Test Graph

### LO 5.3.1

### LO 5.3.2



- Choose one of these letters to make the word.
- Sound the word.
- Use it in a sentence.
- Write the word.



LO 4.1

LO 4.3

- Discuss as a class OR
- Divide into four groups.
- Each group will talk about one thing we can learn from the story of The Sly Old Fox.
- Tell the class what you discussed and what conclusions you came to.

**Group 1**

The fox called the camel his "good friend".

Do you think the fox treated the camel like a good friend?

Give your reasons.

**Group 2**

Which of these words tell us who the fox really was?

kind - unkind/friendly  
- unfriendly selfish - unselfish

Give your reasons.

**Group 3**

Talk about the feelings of the camel towards his "good friend" the fox.

**Group 4**

Talk about the ending of the story.  
How did you feel about the ending?

LO 1.1.6

LO 2.10

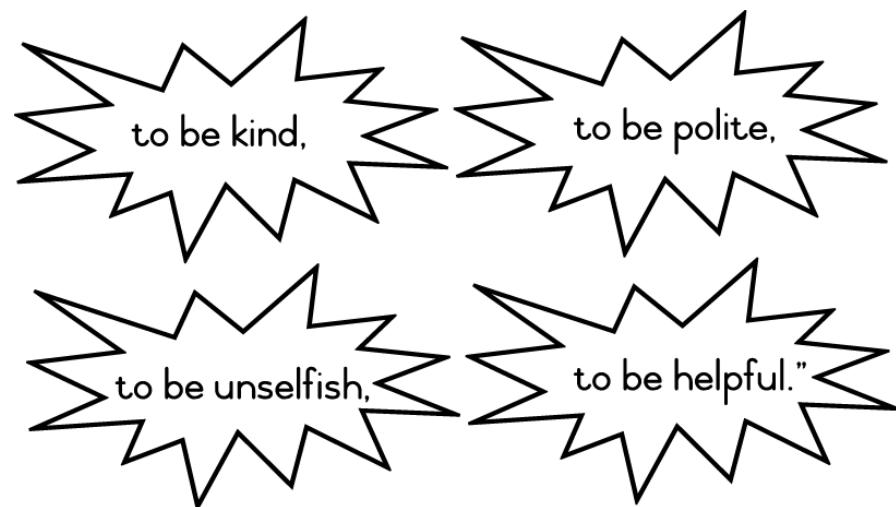
LO 5.2

LO 5.2.2

- Draw four pictures to show you understand



“To be a real friend means . . . . .

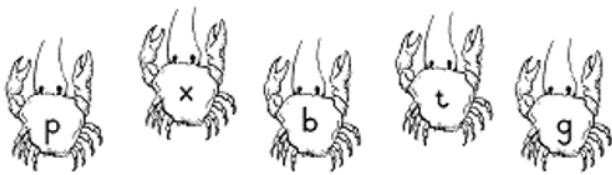


LO 1.1.2

LO 1.1.6

LO 2.1

LO 6.6



- Choose one of these letters to make the word.
- Sound the word.
- Use it in a sentence.
- Write the word.



LO 4.1

LO 4.3

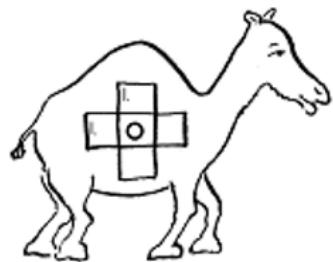
- Read the clues.
- Complete the crossword puzzle.

1 across: The food is in the

.....

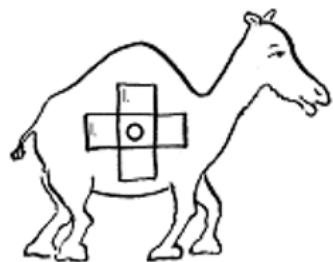
1 down: Dad likes his

j.....

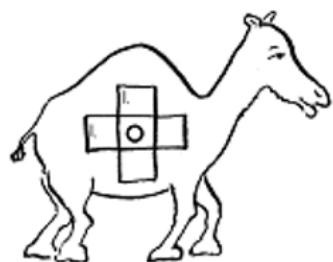


1 across: The rabbit can

.....



1 down: The ..... barks.

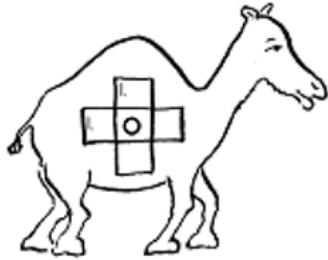


1 across: Baby sleeps in a

.....

1 down: The food is

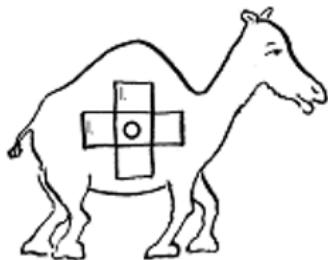
.....



1 across: The ..... is  
sly.

1 down: Keep the pen in the

.....

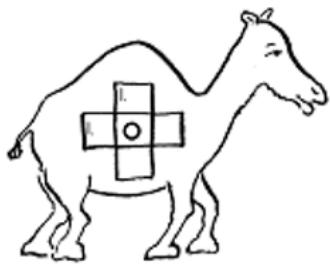


Read the clues.

- Complete the crossword puzzle.

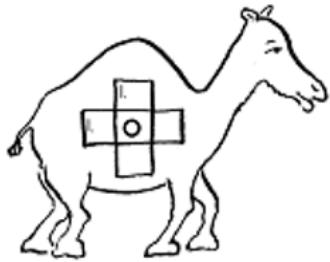
1 across: I ..... my head.

1 down: He has a ..... of sweets.

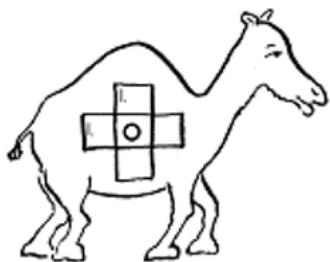


1 across: The man will ..... the bank.

1 down: Can you hear Baby  
.....



1 across: The apple will ..... on the tree.



1 down: Put the pencil on ..... of the book.

LO 4.1

LO 4.3

- Here are some words with “u” as in “umbrella” in the middle.
- Sound the word.
- Draw the picture.
- Learn to write the words for a spelling test.
- Fill in your graph.

bus	but	fun	hut
mud	nut	rub	sum
sun	tub	bun	tug

- Choose one of these words to complete the sentences.

1. They go to town by .....
2. We had a lot of .....
3. I had one ..... right.
4. I eat a .....

5. The ..... will shine today.

LO 1.5.1

LO 4.1

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories:

1.1.2 answers literal comprehension questions (e.g. true/false questions);

1.1.6 expresses feelings about the story;

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’):

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving;

5.2.2 discusses and solves problems in group (e.g. ‘how can we keep our environment clean?’);

**Assessment Standard 5.3:** We know this when the learner collects and records information in different ways:

5.3.1 carries out a simple survey (e.g. how learners come to school — by taxi, bus, car, bicycle or on foot?);

5.3.2 records information in different ways (e.g. a table, chart a diagram, a bar graph);

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.6:** We know this when the learner understands some adjectives (e.g. bored, tired).

## Sly Old Fox 04

# ENGLISH FIRST ADDITIONAL LANGUAGE

### **Sly old Fox**

### **EDUCATOR SECTION**

#### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

The story of “The Sly Old Fox” gives learners the opportunity to discuss such moral issues as honesty, truthfulness and faithfulness.

Learners write the dialogue between the characters.

A graph is kept for recording results of future spelling tests.

They read a factual article on crabs and make up their own story stimulated by a picture.

## Integration of themes

- Social Justice

We have a responsibility towards our friends. We need to be loyal, honest and helpful.

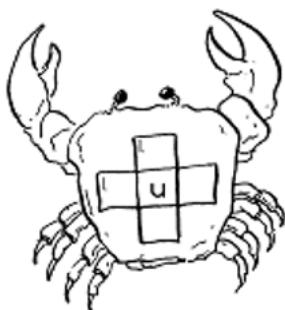
## LEANER SECTION

### Content

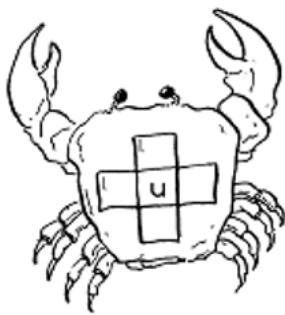
- Read the clues.
- Complete the crossword puzzles.

1 across: The ..... goes fast.

1 down: B..... you said yes.



1 across: The dog is full of m.....



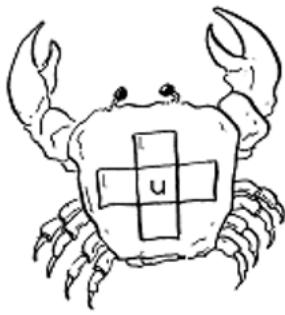
1 down: I crack the

.....

1 across: The ..... is hot.

1 down: We will have f

.....



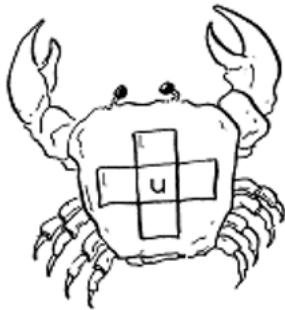
LO 4.1		LO 4.3	
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- Read the clues.
- Complete the crossword puzzles.

1 across: I eat a

.....

1 down: My ..... is  
right.

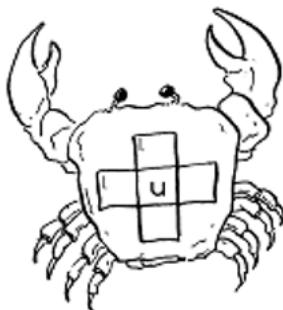


I across: I build a

.....

1 down: I wash my dog in a

.....



- Fill in the missing “o” and “u” words.

1. The s ..... is h ..... t.

2. Put the b ..... n in the .....

3. Do n ..... t play in the m ..... d.

4. Will you r. .... b a f. .... x.?

LO 4.1

LO 4.3

- Test yourself and see whether you know all the sounds of the alphabet in English.
- Say the word.
- Write the first sound you can hear.
- When you can say all the sounds, cut up the squares and arrange them in alphabetical order, e.g. a b c d etc.

			
dog	pipe	apple	ostrich
			
tap	snake	water	rose
			
ball	cat	fox	nest
			
yacht	umbrella	jug	ink
			
egg	kite	man	van
			
queen	zebra	gate	a Xhosa book
			
leg	house		

## My Vocabulary

- Read the words.
- Keep this page in your file.

Use the words for writing your English stories.

apples	animals	bridge	big	cross
comes	clothes	cat	chair	cow
cupboard	cap	dog	dwarf	eat
field	fruit	dress	furniture	goats
grass	horse	jacket	jersey	jeans
over	oranges	peaches	runs	shoes
shirt	trousers	the	friend	story
listen	read	fox	sly	clever
always	crabs	scurrying	swim	boat
other	camel	place	corn	ripe
barley	tail	heard	beat	middle
deep	roll	rolled	who	watermelon

---

- Read about crabs.



## Crabs

Some crabs live on land.

Some crabs live in the sea.

There are blue crabs and red crabs

and purple crabs and green crabs.

The crabs that live in the sand

are the colour of the sand.

Crabs have eyes on stalks.

They have many legs.

Some crabs are big.

Some crabs are small.

Some crabs feed on young leaves.

Crabs that live in the sea come  
out onto the beach to eat any tiny  
dead or alive creatures.

They catch them with their first pair of legs,  
which can pinch. These are called pincers.

Be careful when walking bare feet on the beach.

A crab might think your toe will make a good dinner!

LO 3.3.1

LO 3.8.4

LO 6.6

- Talk about the picture.
- Write your own short story.
- Use the words on vocabulary page.



LO 2.5		LO 2.10		LO 4.10		LO 5.7.3	
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## Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words;awareness:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.4 distinguishes between fiction and non-fiction;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.10:** We know this when the learner with support, writes a short story dialogue:

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.5:** We know this when the learner keeps a personal dictionary and uses a children's dictionary:

**Assessment Standard 5.7:** We know this when the learner transfers information from one mode to another:

5.7.3 uses information from a chart, bar graph, diagram, mind map or picture to write or complete a short text.

**Learning Outcome 6:GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.6:** We know this when the learner understands some adjectives (e.g. bored, tired).

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thomas flies high**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

##### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

New words are introduced and learnt before learners read the story of Thomas. Thomas leaves his home and friends to follow the advice of strangers. This leads to his death. The life cycle of frogs is studied in this module.

Learners are exposed to a mindmap of creatures in the forest.

Integration of themes.

- Social Justice

Learners should heed the warnings of friends and parents and be careful of strangers.

- A healthy environment

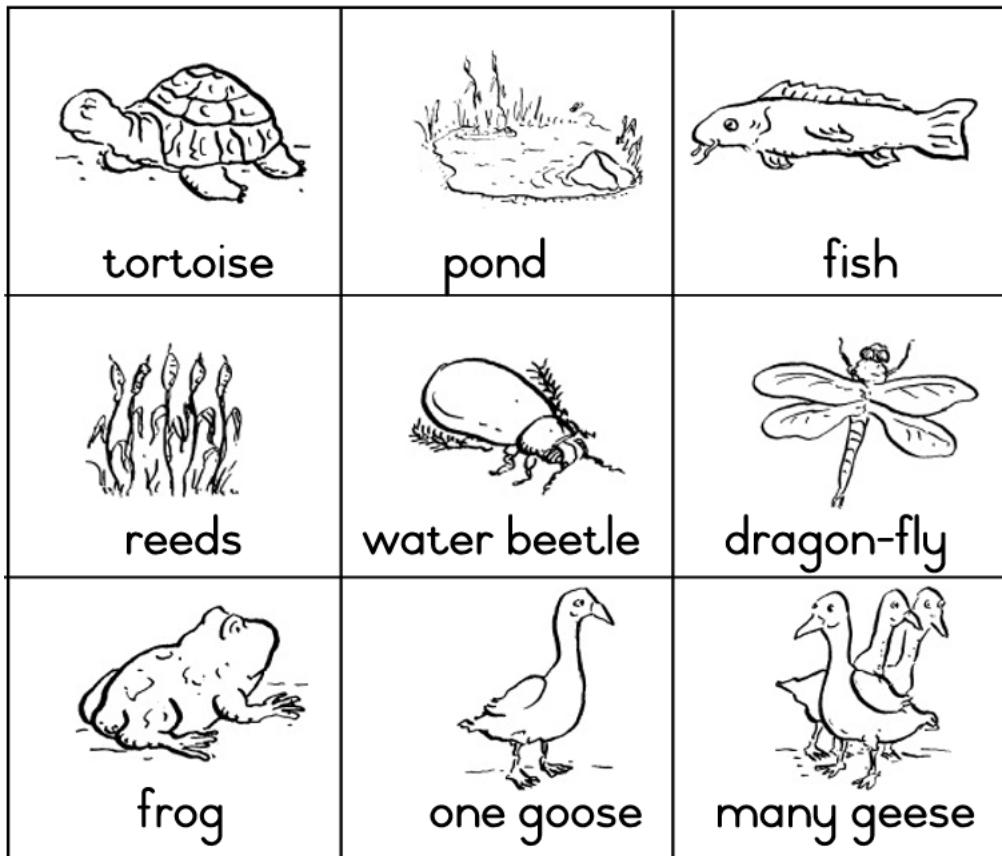
Keep ponds, rivers clean because of the creatures that inhabit them.

By studying the life cycle of the frog learners become aware of the wonder of nature and their responsibility towards it.

## **LEARNER SECTION**

### **Content**

- Listen.
- Read them.
- Colour the pictures.



- Find the new words in the story of . . .

## Thomas the Tortoise

Once upon a time there lived a tortoise called Thomas.

He lived in a land far, far away.

He lived near a pond.

He had many friends to talk to.

- Who do you think were his friends?

LO 2.1

LO 2.5

LO 3.3.1

LO 3.8.1

- Listen and read.

Thomas liked to tell the fish in the pond what he had seen in the forest.

He liked to tell the dragonfly how beautiful she was.

He liked to tell the frog where he could find big fat flies for his dinner.

He liked to tell the water beetle how to float on his back.

He liked to talk to all his friends.

He talked the whole day long.

He talked and talked and never stopped.

LO 3.2.2

LO 3.5

LO 4.12

- Complete the sentences:

1. He liked to tell the fish in the pond

.....

.....

.....

.....

.....

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.....

.....  
.....

2. He liked to tell the dragonfly

.....

.....  
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.....  
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.....

### 3. He liked to tell the frog

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#### 4. He liked to tell the water beetle

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.....

5. He talked and talked and

.....

.....  
.....

.....  
.....

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.....

.....  
.....

LO 4.3

LO 4.12

- Draw the pond.
- Draw all Thomas's friends.



LO 1.3		LO 2.5	
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## Assessment

***Learning Outcome 1:LISTENING:*** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

***Assessment Standard 1.3:*** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.2 predicts what the story will be about from the title;

***Learning Outcome 2:SPEAKING:*** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

***Assessment Standard 2.1:*** We know this when the learner answers questions using words and phrases;

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.2 predicts what a book is about from the title;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game).

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.3:** We know this when the learner spells common words correctly.

Thomas flies High 02 - Poor Thomas!

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thomas flies high**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

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##### Time scheduled for the modules

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New words are introduced and learnt before learners read the story of Thomas. Thomas leaves his home and friends to follow the advice of strangers. This leads to his death. The life cycle of frogs is studied in this module.

Learners are exposed to a mindmap of creatures in the forest.

Integration of themes.

- Social Justice

Learners should heed the warnings of friends and parents and be careful of strangers.

- A healthy environment

Keep ponds, rivers clean because of the creatures that inhabit them.

By studying the life cycle of the frog learners become aware of the wonder of nature and their responsibility towards it.

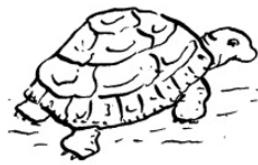
## **LEARNER SECTION**

### **Content**

- Listen to the poem.
- Say it with your teacher.
- Answer the questions.
- Read it.

### **Poor Thomas!**

Thomas was a tortoise,  
as fine as fine can be,  
had many friends to talk to  
as you no doubt will see.



He taught them all that he had learned,  
of tales that swallows bring,  
of tadpoles growing tiny legs.  
and changing in the spring.



They liked his talks -  
the beetle, frog and dragon-fly,  
But sad to say it was his tongue  
that brought disaster up on high.



Now listen while I tell you  
the sad, sad tale of Thomas -  
remember, do not talk too much  
for this is what he taught us!



G.J.M.



LO 2.1

LO 2.2

LO 3.2.1

LO 3.2.5

- Is the story of Thomas going to be sad or happy?
- Why do you think so?
- Tell the class what you think is going to happen to Thomas.
- Which important tales did Thomas tell his friends?
- Did he teach us the same lessons as his friends?
- Which lesson are we going to learn from the story?

LO 1.1.1		LO 1.1.2		LO 1.1.7		LO 2.10	
-------------	--	-------------	--	-------------	--	------------	--

- Read these sentences of the poem: Poor Thomas
- Cut them out.
- Paste them in the right order.

Had many friends to talk to

He taught them all that he had learned,

Of tadpoles growing tiny legs

Thomas was a tortoise,

And changing in the spring.

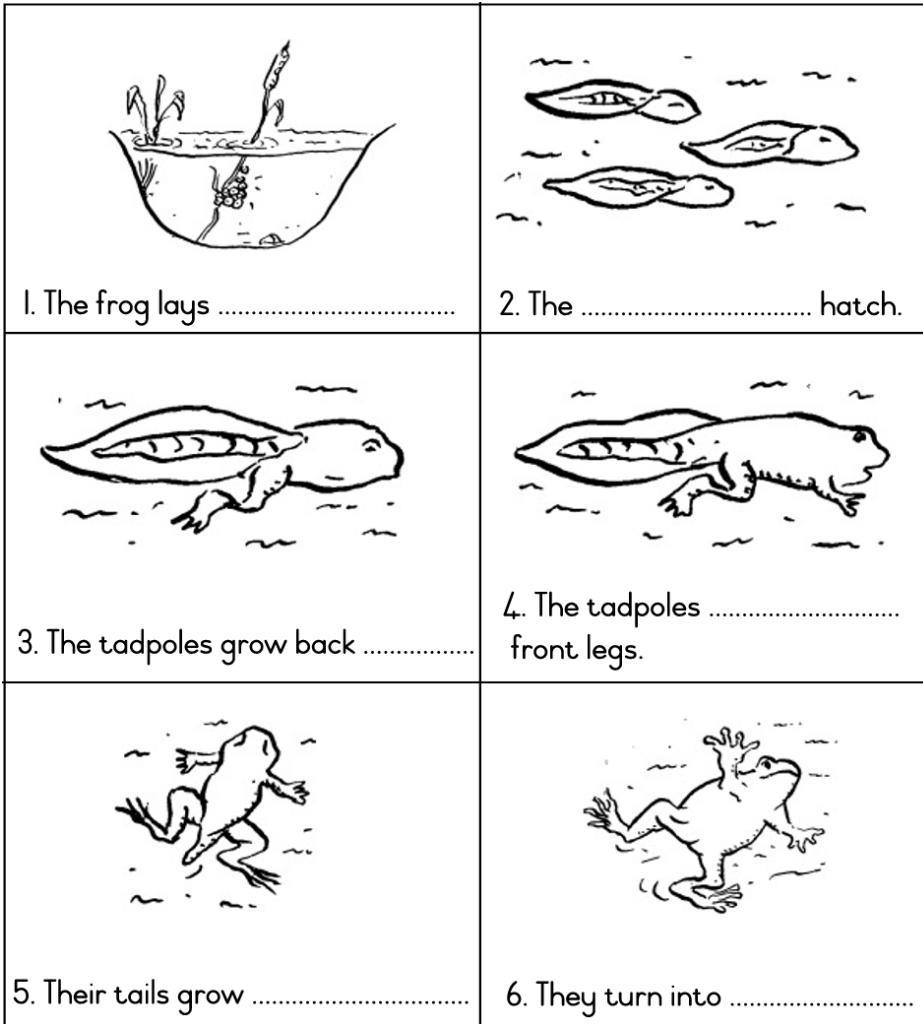
As fine as fine can be.

Of tales that swallows bring.

As you no doubt will see.

LO 1.1.4		LO 1.2		LO 3.3.1	
----------	--	--------	--	----------	--

- Look at the pictures.
- Read.
- Complete the story of the tadpoles.



LO 2.5

LO 2.10

LO 4.12

## A visit to the school library

- Listen.
- Ask your teacher if you can go with her to the library.
- Find the fiction section.

- Ask the librarian what “fiction” means.
- Find the non-fiction section.
- Find out what “non-fiction” means.
- Find some books about these topics.
- Look through them and try to read them:

- Mammals

- Insects

- Reptiles

- Birds

- Fish

- Worms

- Spiders

LO 1.4		LO 2.1		LO 3.8.2		LO 3.8.3		LO 3.8.4	
-----------	--	-----------	--	-------------	--	-------------	--	-------------	--

- Here are some creatures of the forest.
- Can you tell whether they are mammals, reptiles, birds, fish or worms?  
How do you know?
- It would be good to work in groups.



LO 2.5		LO 2.6		LO 3.1.1		LO 4.1		LO 5.2.2	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.1 predicts what the story will be about from the title;

1.1.2 answers literal comprehension questions (e.g. true/false questions);

1.1.4 recalls and retells parts of the story;

1.1.7 discusses in own home language any social and ethical issues (e.g. whether something is fair);

**Assessment Standard 1.2:** We know this when the learner shows understanding of recounts by recalling events in the right sequence:

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases;

**Assessment Standard 2.2:** We know this when the learner performs a rhyme, poem or song:

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the

aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning:

3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads title;

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.2 reads fiction and non-fiction books of own choice;

3.8.3 tells a classmate about the book self has read;

3.8.4 distinguishes between fiction and non-fiction;

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

***Learning Outcome 5: THINKING AND REASONING:*** The learner is able to use language to think and reason, and access, process and use information for learning.

***Assessment Standard 5.2:*** We know this when the learner uses language for thinking and problem-solving:

5.2.2 discusses and solves problems in group (e.g. ‘how can we keep our environment clean?’).

## Thomas flies High 03 - In the Forest

### **ENGLISH FIRST ADDITIONAL LANGUAGE**

#### **Thomas flies high**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

##### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

New words are introduced and learnt before learners read the story of Thomas. Thomas leaves his home and friends to follow the advice of strangers. This leads to his death. The life cycle of frogs is studied in this module.

Learners are exposed to a mindmap of creatures in the forest.

Integration of themes.

- Social Justice

Learners should heed the warnings of friends and parents and be careful of strangers.

- A healthy environment

Keep ponds, rivers clean because of the creatures that inhabit them.

By studying the life cycle of the frog learners become aware of the wonder of nature and their responsibility towards it.

## **LEARNER SECTION**

### **Content**

#### **In the forest**

- Thomas made this mind map for the fish to learn about the creatures of the forest.
- Study it carefully and discuss it with your friends in groups.



LO 1.1.2		LO 1.3		LO 2.10		LO 3.8.4	
-------------	--	-----------	--	------------	--	-------------	--

## Creatures in the forest

- Read this page.

- Look back for the mind map on creatures of the forest.
- Fill in the missing words.

Reptiles, mammals and insects are three kinds of creatures in the forest. These three kinds of creatures are different. Here are some of the differences.

### Reptiles

Some reptiles are:

.....  
.....  
.....

They have ..... on  
their bodies.

They lay

.....

Some reptiles, like the ..... can live  
in water as well as on the land.

Thomas the tortoise is a

.....

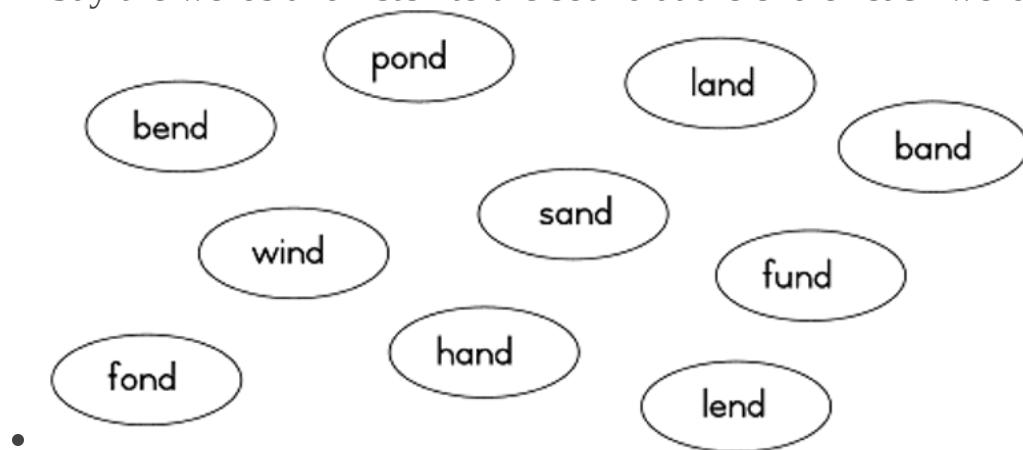
- Draw some reptiles.



LO 1.6		LO 5.2.1		LO 5.7.2		LO 5.7.3	
-----------	--	-------------	--	-------------	--	-------------	--

## A tortoise lays eggs

- What is the same about all these words?
- Say the words and listen to the sound at the end of each word.



- Draw a circle around “nd” in every word.

LO 3.7.5

- Complete the words. The clues will help you.

1. A tortoise lays its eggs in the .....

.....nd

2. Thomas is going to another .....

.....nd

3. I cut my .....

.....nd

4. Thomas lived near a .....

.....nd

5. His friends were ..... of him.

.....nd

6. The ..... is blowing.

.....nd

7. Please ..... me a pencil.

.....nd

8. Can you ..... this stick?

.....nd

9. He plays in the.....

.....nd

10. The ..... has a lot of money.

.....nd

#### LO 4.12

- Read this page.
- Look back at the mind map on creatures of the forest.
- Fill in the missing words.
- These are all mammals:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Mammals breathe with

.....

Their bodies are covered with

.....

Their babies

.....

- Draw a circle around the mammals.

swallow; rabbit; dog; cat; tortoise; snake.

- Draw some mammals.



LO 4.1		LO 4.12		LO 5.3.2		LO 5.7.3	
-----------	--	------------	--	-------------	--	-------------	--

- Read this page.
- Look back at the mind map on creatures of the forest.
- Write your own sentences on Insects.

.....

.....

.....

.....

.....  
.....

.....  
.....

.....  
.....

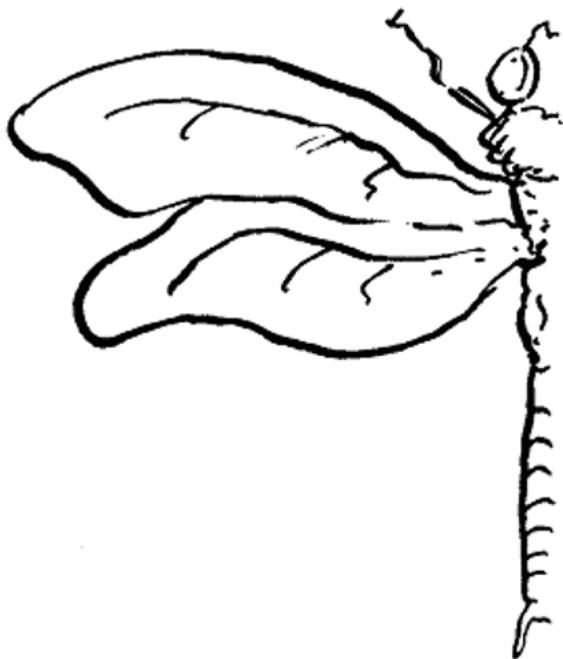
.....

- Can you explain why a spider is not an insect?
- Draw some insects.

A large, empty rectangular area with a dashed black border, likely a placeholder for an image or diagram.

LO 2.10		LO 4.6		LO 4.7		LO 5.2.1	
---------	--	--------	--	--------	--	----------	--

- The body of the dragonfly is symmetrical.
- Complete the other half. It is exactly the same.
- Colour the dragonfly.



LO 3.2.3		LO 5.1	
----------	--	--------	--

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.2 answers literal comprehension questions (e.g. true/false questions);

**Assessment Standard 1.3:** We know this when the learner shows understanding of descriptions by noting relevant information:

**Assessment Standard 1.6:** We know this when the learner shows respect for classmates by giving them a chance to speak and listen to what they have to say:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.5 recognises two and three consonant blends at the beginnings and ends of words;

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.4 distinguishes between fiction and non-fiction;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of

purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.6:** We know this when the learner writes own sentences without a ‘frame’ (e.g. expressing feelings and personal opinions):

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner understands concepts and vocabulary relating to measurement (e.g. ‘how long is it?’, ‘how far is it?’):

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving:

5.2.1 compares things critically;

**Assessment Standard 5.3:** We know this when the learner collects and records information in different ways:

5.3.2 records information in different ways (e.g. a table, chart a diagram, a bar graph);

**Assessment Standard 5.7:** We know this when the transfers information from one mode to another:

5.7.2 fills in information on a chart and labels a diagram;

5.7.3 uses information from a mindmap to complete short text.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thomas flies high**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

##### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

New words are introduced and learnt before learners read the story of Thomas. Thomas leaves his home and friends to follow the advice of strangers. This leads to his death. The life cycle of frogs is studied in this module.

Learners are exposed to a mindmap of creatures in the forest.

Integration of themes.

- Social Justice

Learners should heed the warnings of friends and parents and be careful of strangers.

- A healthy environment

Keep ponds, rivers clean because of the creatures that inhabit them.

By studying the life cycle of the frog learners become aware of the wonder of nature and their responsibility towards it.

## LEARNER SECTION

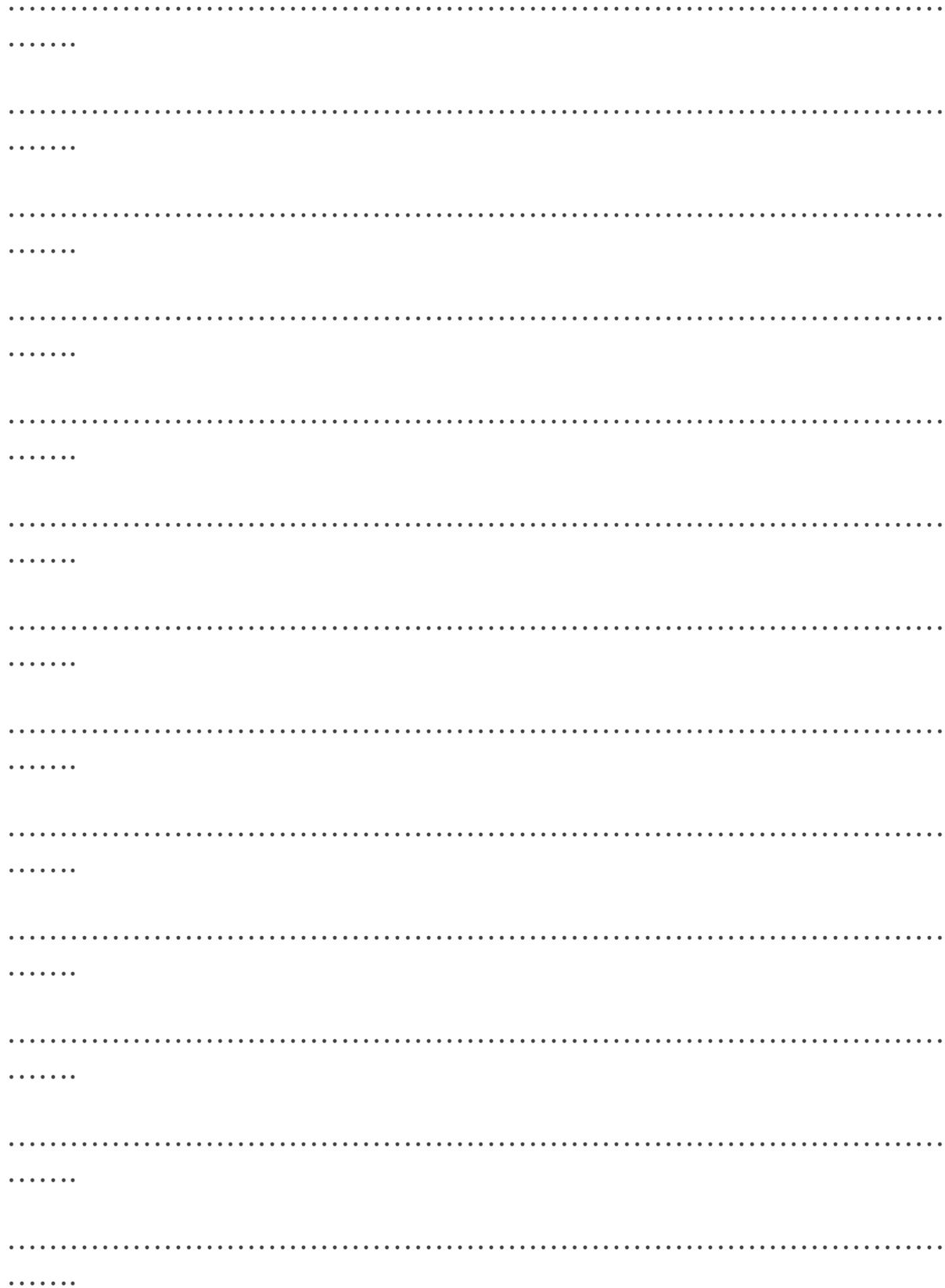
### Content

- Draw up a list of words that are hiding in the reeds.
- See how many more you can add to your list with the same “ck” sound at the end.



**ck**

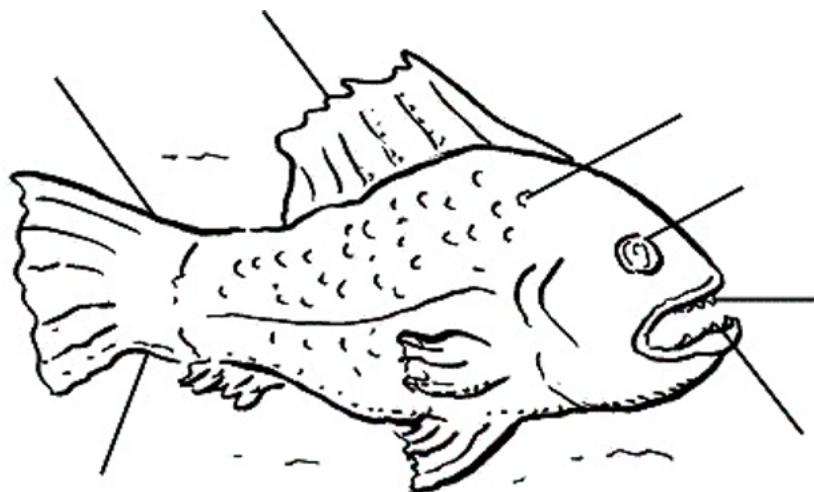
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.....



LO 3.7.5

LO 4.4

- Read the body parts.
- Label the diagram.



- Body parts:

head scales tail fin

eye tail teeth

mouth back fin

- Discuss these questions in groups.
- Write “yes” or “no” next to each question.

1. Can fish swim?

.....

2. Do fish have lungs?

.....

3. Are their bodies covered in scales?.....

4. Can fish live on land?

.....

5. Can fish walk?

.....

LO 4.1

LO 5.2.2

LO 5.7.2

- The story goes on.
- Listen first.
- Find and read the new words.
- Read the story and pronounce your words carefully and correctly.

## New Friends

One day two wild geese came to the pond.

They liked the little pond.

They became great friends with Thomas.

They told Thomas about strange places over the mountains.

“We live in a beautiful cave by the seaside,” they said.

“Oh! “ said Thomas, “I would like to see the sea.

“Come with us,” said the wild geese.

“We will show you all these beautiful places.”

“But I don’t have wings!”

“We will take you. We have a plan,” they said.

So Thomas told all his friends at the pond that he was going away with the wild geese.

- What plan do you think the geese had?
- How do you think his friends felt?

LO 1.1.1

LO 2.6

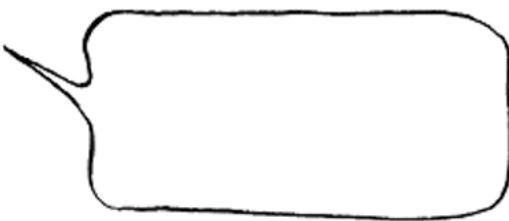
LO 3.5

LO 6.6

- Read.
- Write what each friend said.
- Thomas said:



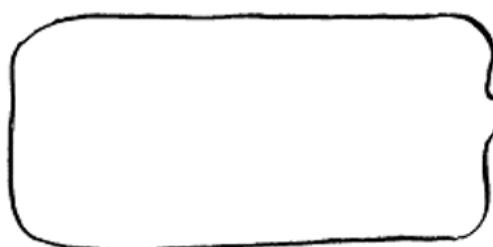
- The frog said:



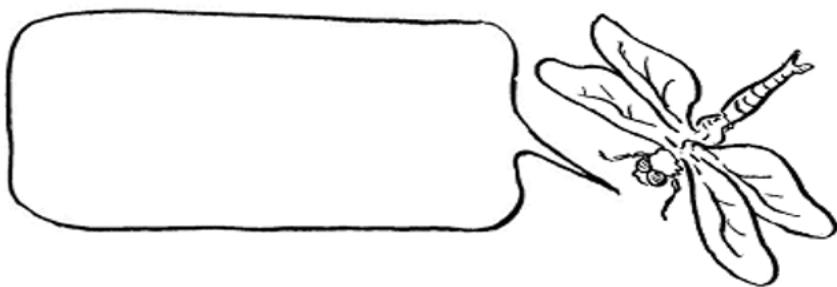
LO 3.8.1

LO 4.10

- The water beetle said:



- The dragonfly said:



- The fish said:

[missing\_resource: graphics7.wmf]

LO 3.2.3

LO 4.10

The tadpoles say, “Learn your English words like this:

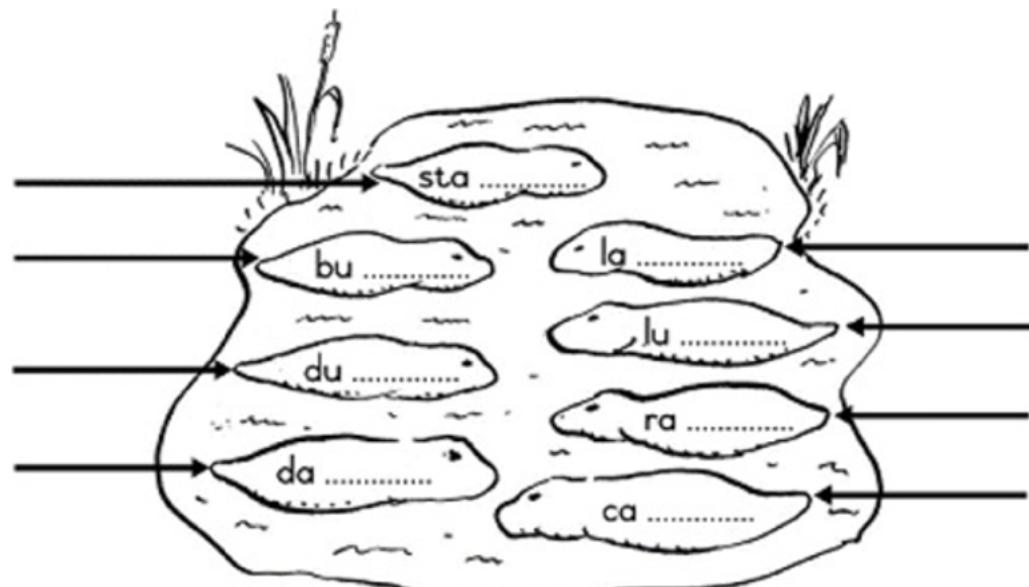
1. Look at the word, and read it.
2. Sound it and write all the sounds you can hear.
3. Look again and see whether it is correct.
4. Now let your Mom/Dad or teacher test you.
5. Fill in your graph in Module 4 to show how many words you wrote correctly.

In this module 5 you must know all the “-nd”, “-ck” and “-mp” words for your test.

“Good luck.”

Here are the words the tadpoles want to teach you.

- Write them. “-mp”



LO 1.5.1		LO 3.8.1	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.1 predicts what the story will be about from the title;

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’).

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.5 recognises two and three consonant blends at the beginnings and ends of words;

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game);

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of

purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.4:** We know this when the learner writes lists and gives them headings (e.g. insects: ants, bees, butterflies):

**Assessment Standard 4.10:** We know this when the learner with support, writes short dialogue:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving:

5.2.2 discusses and solves problems in group (e.g. ‘how can we keep our environment clean?’);

**Assessment Standard 5.7:** We know this when the transfers information from one mode to another:

5.7.2 fills in information on a chart and labels a diagram;

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.6:** We know this when the learner uses some adjectives (e.g. bored, tired).

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thomas flies high**

#### **EDUCATOR SECTION**

##### **Memorandum**

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Learners are exposed to a mindmap of creatures in the forest.

Integration of themes.

- Social Justice

Learners should heed the warnings of friends and parents and be careful of strangers.

- A healthy environment

Keep ponds, rivers clean because of the creatures that inhabit them.

**By studying the life cycle of the frog learners become aware of the wonder of nature and their responsibility towards it.**

## LEARNER SECTION

### Content

#### The Plan

- Listen.
- Read.

“We will take a long stick, Thomas,” said the geese.

“We will hold the stick with our bills.”

“You must hold the middle of the stick with your strong jaws.

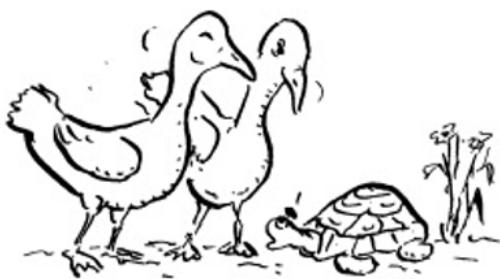
Then we will fly with you to the strange lands over the mountains.

We will take you to live with us in the beautiful cave by the seaside.

But ... you must not talk.

If you talk you will fall!”

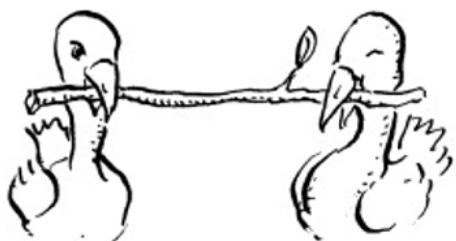
- Read and talk about the plan the geese had.



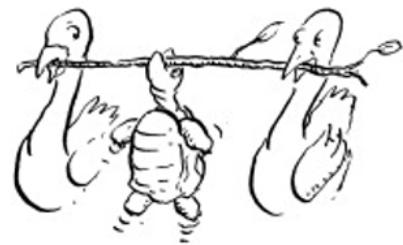
We have a plan.



We will take a long stick.



We will hold the stick.



You must hold onto  
the middle of the stick.

LO 1.6

LO 2.10

LO 3.5

LO 6.4

- Listen and read.

Thomas did as he was told.

Up, up, up they went.

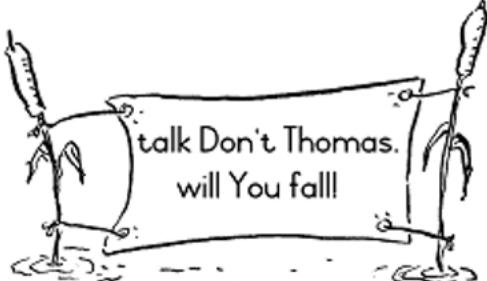
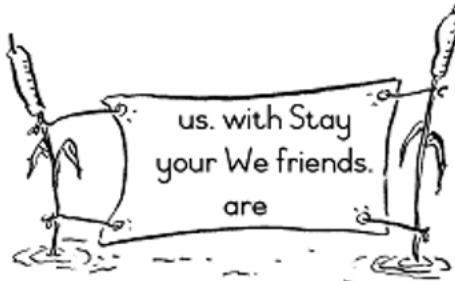
Thomas looked down to the pond for the last time.

His friends had each made a farewell banner for him.

Each banner had a secret message for Thomas to read.

Thomas was afraid.

He wanted to go home to his friends.



LO 3.3.1		LO 6.3	
----------	--	--------	--

- Write and read the messages.

.....  
.....  
.....  
.....  
.....  
.....

- Should Thomas have trusted the strangers?

Give reasons for your answers.



LO 1.1.7

LO 3.2.6

LO 4.7

LO 4.9

- Listen and read.

## **Poor Thomas!**

All his friends saw, was Thomas opening his mouth to talk.

Did he want to go home?

Did he want to tell his new friends about his old friends?

Or did he just want to say goodbye?

We don't know! He opened his mouth and at once began to fall.

Down, down, down! Crash!

And that was the end of him.

Poor Thomas the tortoise!

LO 1.1.4

LO 1.6

LO 2.10

- Draw the picture.
- Tell the class about your picture.

- How did you feel about the story?



I liked it



So-so!



I did not like it.

LO 1.1.6

LO 2.5

## My Dictionary Page

- Read the words.

- When you know them all you can play the game on the next page. (page 31).
- Keep this page in your file.

flies high	Thomas	tales	tails	lungs
tortoise	far away	tadpoles	creatures	stranger
fish	beautiful	changing	reptiles	places
reeds	flies	swallows	mammals	mountain
water beetle	dinner	lays eggs	insects	sea
dragonfly	float	hatch	breathe	wings
frog	whole	grow	bodies	wild
goose geese	talked	back	symmetrical	bills
Once upon a time	stopped	front	scales	cave

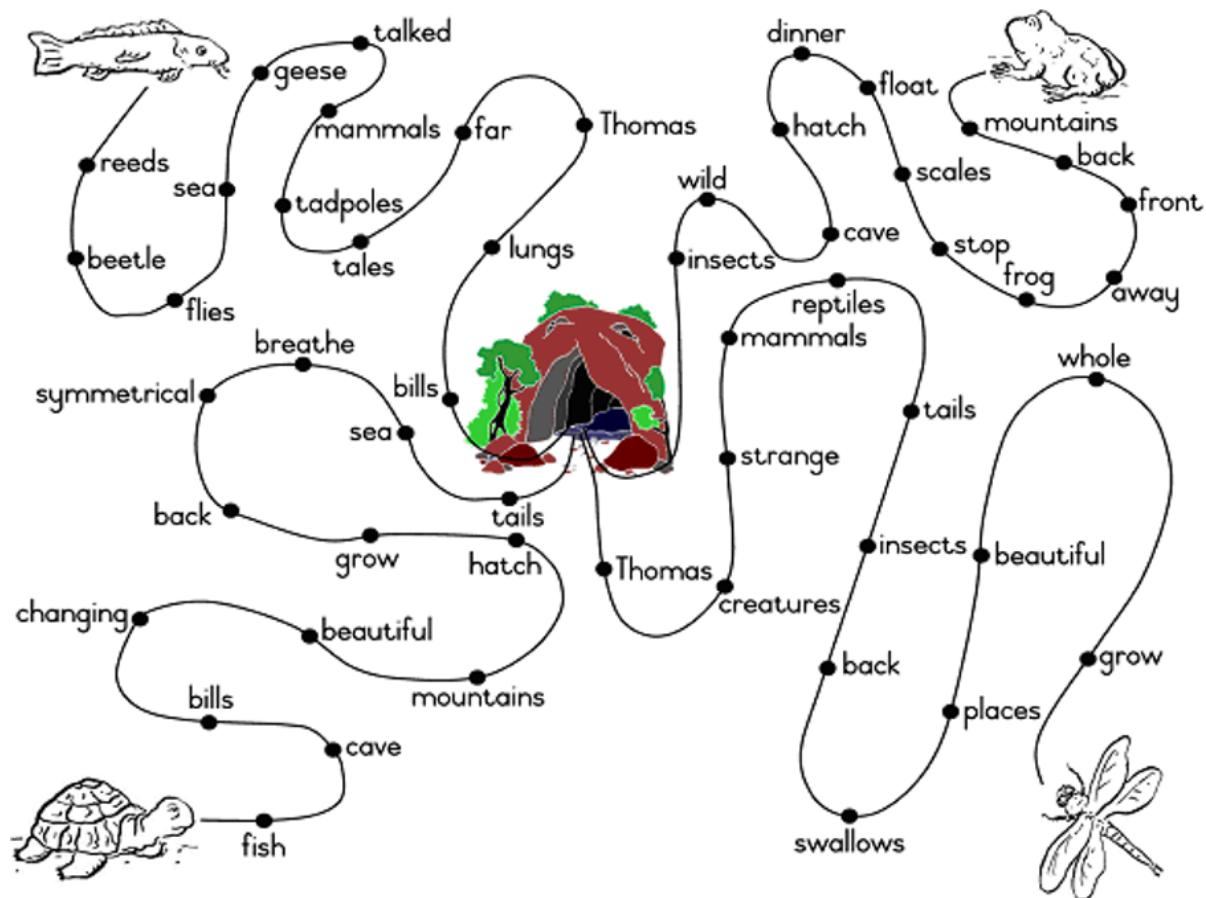
LO 4.2		LO 5.5	
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## A game to play

- Four players.
- Choose whether you would like to be the frog, the dragonfly, the beetle or the tortoise. That is where you start.
- Each one takes a turn to read a word along his path to the cave.
- If you make a mistake you must start from the beginning.
- The first one to get to the cave is the winner.
- Plot your progress with a tick ✓. Use a pencil so that you can rub out the ticks if you have to begin again.

LO 1.4		LO 3.8.1	
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LO 3.3.1

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.4 recalls and retells parts of the story;

1.1.7 discusses in own home language any social and ethical issues (e.g. whether something is fair);

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly:

**Assessment Standard 1.6:** We know this when the learner shows respect for classmates by giving them a chance to speak and listen to what they have to say:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.6 discusses in own home language social and ethical issues;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game);

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.2:** We know this when the learner enters words in a personal dictionary:

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation:

**Assessment Standard 4.9:** We know this when the learner writes short formulaic texts:

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.5:** We know this when the learner keeps a personal dictionary and uses a children's dictionary:

**Learning Outcome 6:GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.3:** We know this when the learner understands how possibility or probability is expressed (e.g. 'he may/will come tomorrow'):

**Assessment Standard 6.4:** We know this when the learner understands how necessity is expressed.

## Stripes and Stars - Part 1

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Stripes and Stars

### EDUCATOR SECTION

#### Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners distinguish between sh and ch sounds and spell common words correctly. The sounds “**oo**”, “**th**”, “**ea**”, “**all**”, “**y**” and “**ay**” are also introduced. They are given an opportunity to write sentences/ a story without the help of a frame and to look up the meaning of words in a dictionary.

Learners discuss the issue of the monkeys making fun of Baby Zebra who was born without stripes.

## **Integration of themes**

- Social Justice

Everyone is unique and their differences should be respected and not made fun of.

- Human rights

Everyone has rights – even the handicapped.

## **LEARNER SECTION**

### **Content**

- Listen to the story.
- Pick out the words you don't know.
- Read them.
- Read the story several times.

### **Stripes and Stars – Part 1**

Long, long ago

and far, far away –

when there were no cities or towns.

no trains or cars or aeroplanes.

no people living on the earth –

there were great, green forests

that covered the earth,

from the seashores

up to the highest mountains.

There were wide flowing rivers

with green, green bushes on their banks

and fish, many fish swimming in the water of the river.

And there were animals.

animals of every kind

big ones, huge ones, tall ones and small ones

and they all lived in peace with one another.

There was enough space for all the animals.

There was enough food for all the animals.

LO 1.1.2	LO 3.2	LO 3.2.1	LO 3.3.1	LO 5.1	
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## Vocabulary

- Read the words.
- Use a dictionary to find out what they mean.
- Test a friend.
- Mark the correct meaning of the word with a ü.

cities:

1. a place where people keep animals?
2. large towns with many buildings and people?

forests:

1. lakes in which to swim?
2. a place with many trees?

aeroplanes:

1. take people to other places?
2. take people to the moon?

flowing rivers: 1. rivers with water that flows?

2. rivers with no water?

seashores:

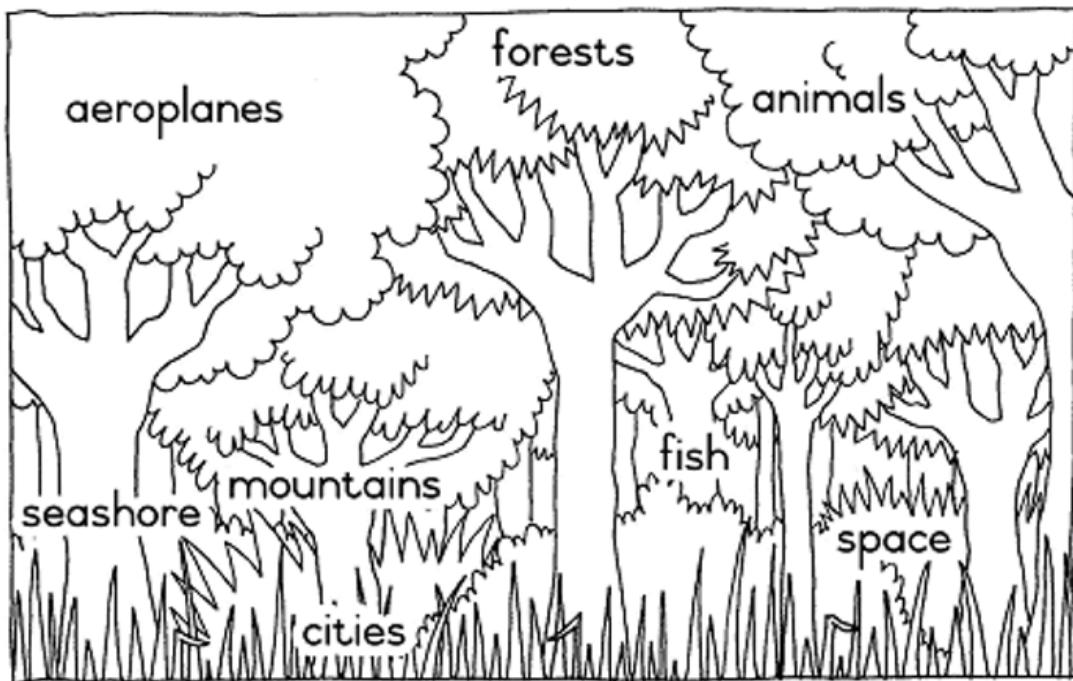
1. places near mountains?
2. sand on the beach?

earth:

1. where birds fly?
2. where people and animals live?

### In the forest

- The answers are hidden in the forest.
- Find them and write them in their correct places.



1. There were no ..... or ..... on the earth.
2. There were green ..... from the ..... to the highest
3. Many ..... were swimming in the waters of the river.
4. There was enough ..... for all the .....  
.....

LO 3.3.1		LO 4.1	
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## Phonics

- Read these words.
- Listen to the difference in the sounds of:

“sh” as in she, and “ch” as in chip

she

shoe

shook

shop

ship

sheep

shot

shut

shoot

chip

chop

chick

cheep

cheer

church

chimney

children

chair

LO 1.5.1

- Choose the right words to complete the sentences.

1. Put on your .....(shoe, choe)

2. I buy my shoes at the ..... (chop, shop)

3. He can ..... (shoot, choot) with a gun.

4. The smoke goes up the .....(chimney, shimney)

5. (Shut, chut) ..... the door, please.

6. He ..... (chook, shook) the tree and the leaves fell off.

7. (Sheep, cheep) ..... give us wool.

8. I sit on a ..... (hair, chair)

LO 1.5.1		LO 4.1	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.2 answers literal comprehension questions (e.g. true/false questions);

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’):

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads title;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner understands concepts and vocabulary relating to measurement (e.g. 'how long is it?' 'how far is it?').

## Stripes and Stars - Part 2

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Stripes and Stars

### EDUCATOR SECTION

#### Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners distinguish between sh and ch sounds and spell common words correctly. The sounds “**oo**”, “**th**”, “**ea**”, “**all**”, “**y**” and “**ay**” are also introduced. They are given an opportunity to write sentences/ a story without the help of a frame and to look up the meaning of words in a dictionary.

Learners discuss the issue of the monkeys making fun of Baby Zebra who was born without stripes.

## **Integration of themes**

- Social Justice

Everyone is unique and their differences should be respected and not made fun of.

- Human rights

Everyone has rights – even the handicapped.

## **LEARNER SECTION**

### **Content**

- Listen to the story.
- Find the words that you don't know.
- Read them.
- Read the story to a friend.
- Read the story to your teacher.

### **Stripes and Stars – Part 2**

The lions and their cubs

drank water at the banks of the flowing river.

They rested in the shade of the many trees in the forest.

They worried no one and no one worried them.

The elephants lifted their trunks and

ate the sweet green twigs on the trees.

They bathed in the cool waters of the flowing river.

They walked slowly, ever so slowly through the forest.

The tall, spotted giraffes stretched their long, thin necks above the highest branches of the trees in the forest.

Their eyes saw the flowing waters of the river.

They saw the lions and their cubs drinking water on the banks of the river.

They saw the elephants bathing in the cool waters of the flowing river.

LO 2.6

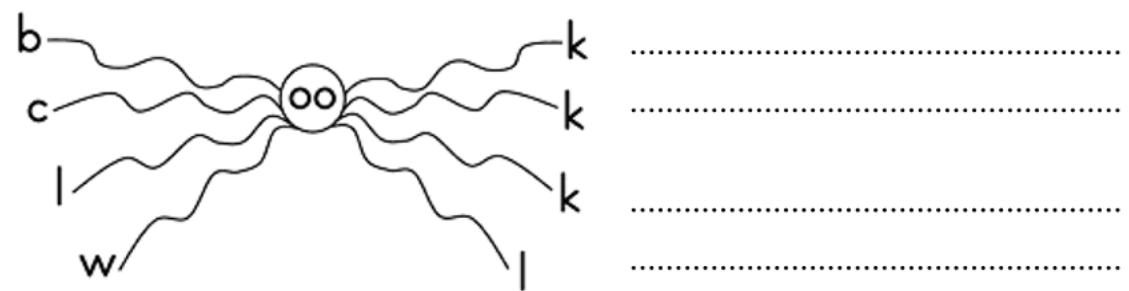
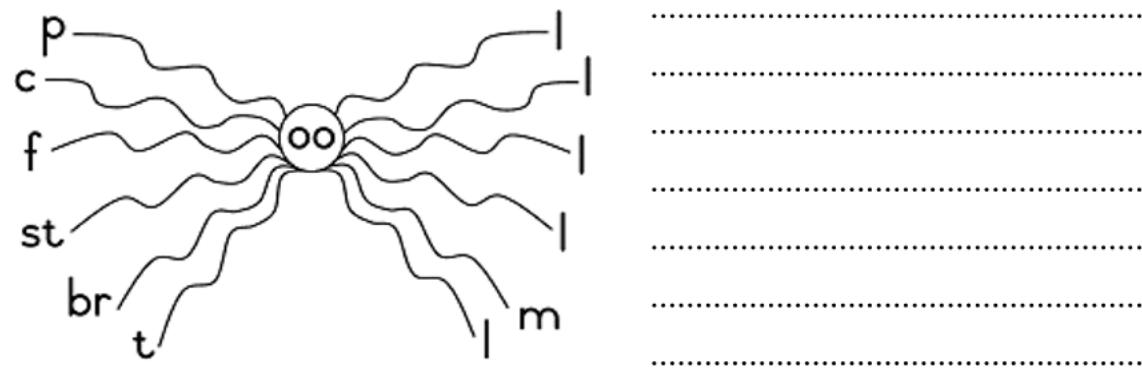
LO 3.3.1

LO 6.7

## **Word building**

“oo” as in pool

- Write these words.

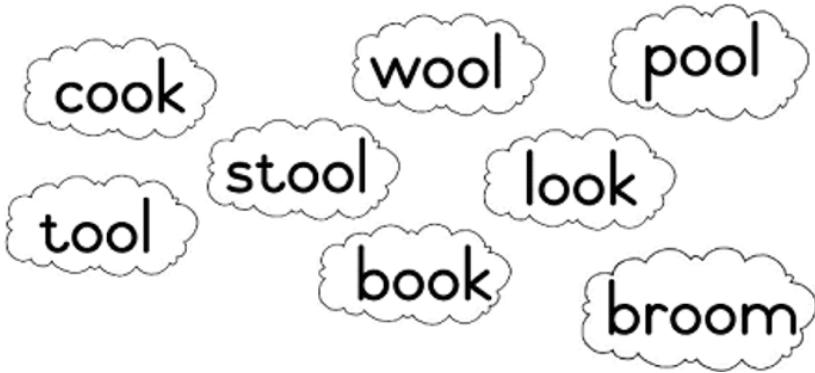


LO 3.7.3

LO 4.1

## Sentences

- Use these words to complete the sentences.



1. I swim in the .....

2. I read my .....

3. Miss Muffet sat on a .....

4. She sweeps the room with a .....

5. Mom will ..... the food.

6. Granny knits with red .....

7. You did not ..... at me.

8. Give me a ..... to fix the car.

LO 3.2.3

LO 3.7.3

LO 4.1

- Draw these pictures and write a sentence about the pictures you have drawn.
- Draw the trains, buses, cars and people in the city.



- Write your sentence.

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- Read it to a friend.

LO 1.4

LO 4.6

LO 4.7

- Draw the great, green forests and the flowing river.



- Write your sentence.

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- Read it to the class.

LO 1.4

LO 4.6

LO 4.7

- Draw animals of every kind.



- Write your sentence.

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- Read it to the class.

LO 1.4

LO 4.6

LO 4.7

## Vocabulary

- Read the words.
- Use a dictionary to find out what they mean.
- Test a friend.
- Mark the correct meaning of the word with a ✓

shade:

1. a cool place in the river.
2. a cool place under the trees.

lion cubs:

1. food for lions.
2. baby lions.

elephants' trunks:

1. part of the bodies of elephants.
2. part of a tree.

bathed:

1. sleeping in the sun.
2. washing oneself in the water.

branches:

1. ships to sail in.

2. thick twigs with leaves.

spotted giraffes:

1. a kind of cat.

2. tall animals with marks like spots.

LO 3.2

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters (vowels diagraphs) (e.g. ea, ee, ay, ai);

**Learning Outcome 4: WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.6:** We know this when the learner writes own sentences without a frame:

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation marks.

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.7:** We know this when the learner uses some adverbs in the correct word order.

## Stripes and Stars - Part 3

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Stripes and Stars

### EDUCATOR SECTION

#### Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners distinguish between sh and ch sounds and spell common words correctly. The sounds “**oo**”, “**th**”, “**ea**”, “**all**”, “**y**” and “**ay**” are also introduced. They are given an opportunity to write sentences/ a story without the help of a frame and to look up the meaning of words in a dictionary.

Learners discuss the issue of the monkeys making fun of Baby Zebra who was born without stripes.

## **Integration of themes**

- Social Justice

Everyone is unique and their differences should be respected and not made fun of.

- Human rights

Everyone has rights – even the handicapped.

## **LEARNER SECTION**

### **Content**

- Listen to the story.
- Read it several times.

### **Stripes and Stars – Part 3**

The hippopotamus floated down the river.

He opened his huge mouth and yawned a BIG yawn.

All the little hippopotamuses floated after him.

They looked like big rocks in the water.

The long crocodiles blinked their eyes

and shuffled off the bank into the

cool waters of the river.

They looked like logs floating in the water.

The dragonflies and the butterflies

fluttered overhead.

The frogs croaked loudly as they sat

on the stones beside the water.

The monkeys chased one another from one

branch to the next.

They liked to swing and catch one another's tails.

They screamed and screeched as they

played with one another.

LO 1.1.4

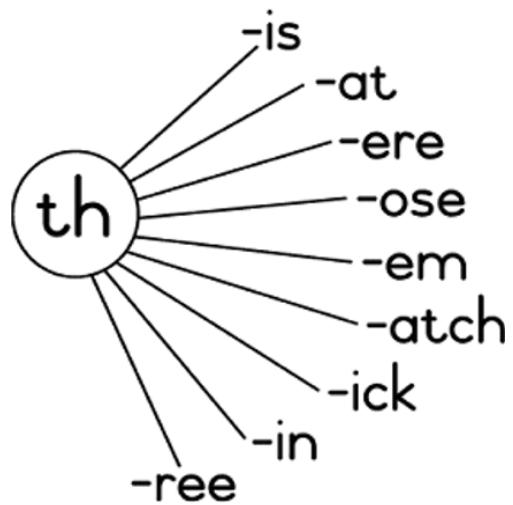
LO 1.6

LO 3.2.3

LO 5.1

## Word building

- Pronounce the “th” sound correctly.
- Read and sound the words beginning with

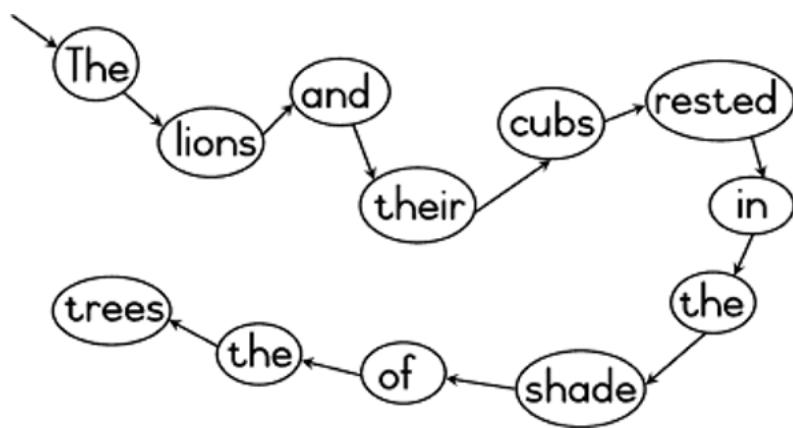


- Write the words.

### LO 3.7.4

## LO 4.1

- Follow the arrows.
- Read the sentence.
- Write the sentence.



- Draw the picture.



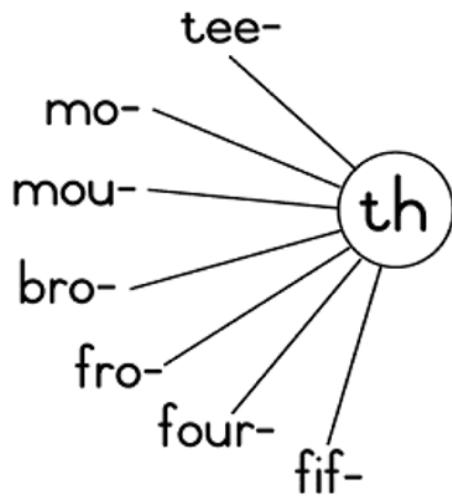
LO 3.2

LO 4.1

## Word building

- Pronounce the “th” sound correctly.
- Read and sound the words ending with

-th



- Write the words.

LO 3.7.4		LO 4.1	
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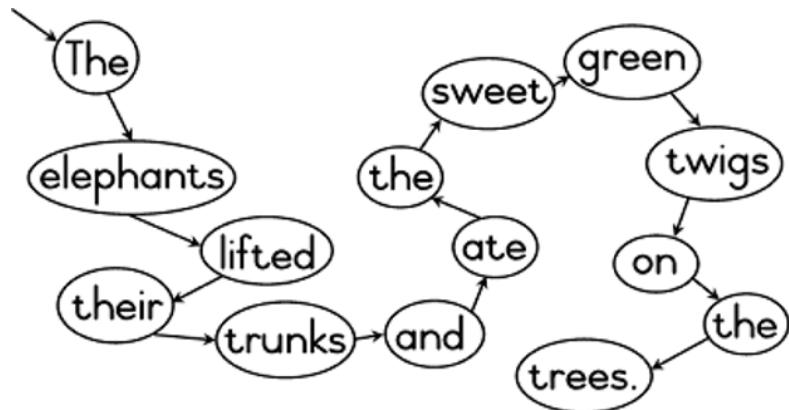
## Sentences

- Fill in the missing “th” words.

1. T ..... is my mother.
2. Show me the house with the ..... roof.
3. This pencil is not ..... it is .....
4. There were ..... bears.
5. Mom made chicken .....
6. After third comes .....
7. I open my .....
8. I have many ..... in my mouth.
9. I like coffee with a lot of .....

LO 4.1

- Follow the arrows.
- Read the sentence.
- Write the sentence.

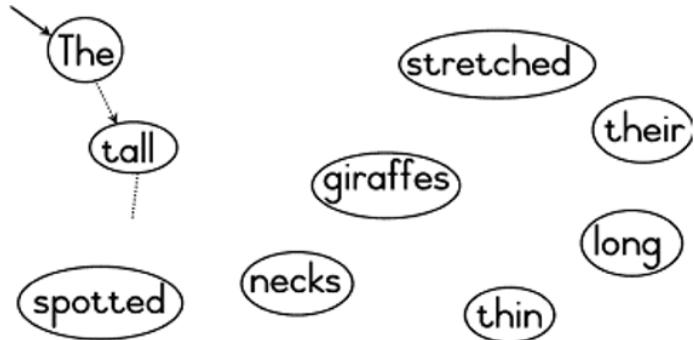


- Draw the picture.

LO 4.1

LO 6.5

- Draw in your own arrows to the words that make the sentence.
- Read and write the sentence.



- Draw the picture.



LO 4.1

LO 6.5

- Complete the answers to the questions.

1. Who rested in the shade?

The

2. What did the elephants eat?

They

3. Where did they bathe?

They

4. Why could the giraffes see the river, the lions and the elephants?

Their

- Write some sentences, using capital letters and full stops, about each of the following.
- Use the words to help you.

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## A Hippopotamus



## A Crocodile



.....  
.....

LO 4.6		LO 4.7	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.4 recalls and retells parts of the story;

**Assessment Standard 1.6:** We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.4 recognises single consonants spelled with two consonants (e.g. wh, th, sh, ph);

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.6:** We know this when the learner writes own sentences without a frame:

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation marks:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner understands concepts and vocabulary relating to measurement (e.g. ‘how long is it?’ ‘how far is it?’):

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.5:** We know this when the learner understands how language is used to sequence things.

## Stripes and Stars - Part 4

# ENGLISH FIRST ADDITIONAL LANGUAGE

## Stripes and Stars

### EDUCATOR SECTION

#### Memorandum

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

#### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners distinguish between sh and ch sounds and spell common words correctly. The sounds “**oo**”, “**th**”, “**ea**”, “**all**”, “**y**” and “**ay**” are also introduced. They are given an opportunity to write sentences/ a story without the help of a frame and to look up the meaning of words in a dictionary.

Learners discuss the issue of the monkeys making fun of Baby Zebra who was born without stripes.

## **Integration of themes**

- Social Justice

Everyone is unique and their differences should be respected and not made fun of.

- Human rights

Everyone has rights – even the handicapped.

## **LEARNER SECTION**

### **Content**

- Listen to the story.
- Retell the story to your teacher.
- Read the story several times.

### **Stripes and Stars – Part 4**

And so the forest was filled with  
mammals, insects, spiders, reptiles  
and worms of every kind.

The sky was filled with beautiful  
birds, butterflies, dragonflies and  
all kinds of creatures with wings.

The waters were filled with  
fish of every kind.

They all lived happily together

until .....

one day .....??

How well did you listen?

- Answer the questions. Discuss what you think is going to happen.

1. Is the sky going to fall?
2. Is there going to be a flood?
3. What do you think is going to happen?

LO 1.1.1

LO 1.6

LO 2.10

- Listen to the poem several times.
- Tell the class what it is about.
- Read the poem.
- Draw pictures around the poem.
- Decide on a title for the poem.

---

Title

Monkeys are always so smart and funny

as they laugh and swing in the trees

they eat berries and fruit and honey from bees

but they never stop to say, “Please”.

Crocodiles have such huge, large jaws  
their teeth are so big, and sharp and strong  
they float in the water down by the river  
and sometimes they look like logs.

The dragonflies flit over river reeds  
their beautiful wings shine so bright  
they sparkle and shine like the stars above  
in the light on a bright moonlight night.

G.J.M.

- Find some rhyming words in the poem.

LO 3.2.5		LO 3.7.8		LO 3.8.6		LO 6.7	
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- Can you give one word for the following lists?
- Read them.

people

horse

monkey

lion

giraffe

.....  
.....

swallow

crane

bluebird

blackbird

owl

.....  
.....

salmon

shark

trout

.....  
.....

beetle

dragonfly

bee

ant

.....  
.....

snake

tortoise

crocodile

lizard

.....

.....

earthworm

centipede

millipede

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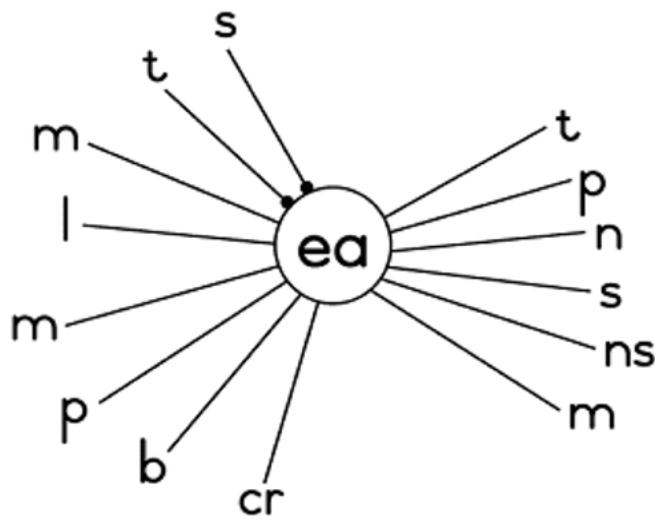
- Draw a tiny picture next to the ones you can read to show you know what they mean.

LO 3.2		LO 4.4	
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## Word building

- Read and sound the words with

ea as in sea



- Write the words. Here are the first two.

sea

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tea

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### LO 3.7.3

## LO 4.1

- Write your own sentences with these words.

## 1. tea:

## 2. sea:

### 3. meat:

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4. peas:

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5. beans:

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6. cream:

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LO 4.3		LO 4.6		LO 4.7	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.1 predicts what the story will be about from the title;

**Assessment Standard 1.6:** We know this when the learner shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 retells the story;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters (vowels diagraphs) (e.g. ea, ee, ay,ai);

3.7.8 recognises known rhymes (e.g. fly, sky, dry);

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

- reads poems;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.4:** We know this when the learner writes lists and gives them headings (e.g. ants, bees, butterflies):

**Assessment Standard 4.6:** We know this when the learner writes own sentences without a frame:

**Assessment Standard 4.7:** We know this when the learner uses punctuation — commas, question marks and exclamation marks.

**Learning Outcome 6:GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

**Assessment Standard 6.7:** We know this when the learner uses some adverbs in the correct word order.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Stripes and Stars**

#### **EDUCATOR SECTION**

##### **Memorandum**

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## **Integration of themes**

- Social Justice

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- Human rights

Everyone has rights – even the handicapped.

## **LEARNER SECTION**

### **Content**

- Listen to the story.
- Read the story and pronounce your words clearly and correctly.

### **Stripes and Stars – Part 5**

They all lived happily together until one day –

Mummy and Daddy Zebra had a baby zebra.

A beautiful baby zebra boy WITHOUT STRIPES!!

The lions came to see the zebra baby without stripes.

“Oo-oo-oo-oo”, they said.

The elephants sniffed the zebra baby without stripes with their trunks.

“Aa-aa-aa-aa”, they said.

The tall, spotted giraffes looked down on  
the zebra baby without stripes.

“Aw-aw-aw-aw”, they said.

Even the hippopotamuses, the crocodiles the  
dragonflies and all the creatures of the forest  
came to see the zebra baby without stripes.

They all “oo-oo-ooed” and aa-aa-aaed” and “aw-aw-awed!”

LO 2.1

LO 2.6

LO 3.4

- Use the clues to find the words in the word block. Colour the words.

s	h	i	p	a	c	k
h	p	e	a	s	m	i
o	e	n	b	o	p	c
p	f	c	a	m	p	k
s	h	i	n	o	o	t

s	i	n	k	t	o	r
e	u	t	s	h	l	e
a	c	o	o	l	r	e

- The missing words have one of these:

mp nk ck th oo ee  
 sh ch ea

Clues:

1. where you find many fish.

2. to do with a ball.

3. a place to buy things.

4. ..... and beans.

5. an insect with wings.

6. it sails on the seas.

7. where I put my money.

8. float or .....

9. you can climb it.

10. at home I swim in it.

11. a ..... of cards.

12. not too hot.

LO 5.2.2	
----------	--

- Listen to the story.
- Retell the story to your teacher.
- Read the story.

### **Stripes and Stars – Part 5**

But, the monkeys L A U G H E D.

They laughed and laughed and laughed!

The other animals looked at them and shook their heads.

“No! no! no!” they said.

The birds in the sky fluttered their wings and called out loudly.

“No, no, no!”

Mummy and Daddy Zebra were so sad.

They loved their little baby zebra that had no stripes.

But the monkeys laughed and laughed.

The animals shook their heads.

The birds in the sky fluttered their wings.

“What shall we do?”

“What shall we do?” they all shouted together.

- What do you think of the monkeys laughing at Baby Zebra?
- Discuss in the class what you think can be done to give Baby Zebra some stripes.

LO 1.1.2		LO 1.1.6		LO 1.1.7		LO 5.2.2	
-------------	--	-------------	--	-------------	--	-------------	--

- Collect some scrap materials so that you can make an animal.
- Decide which animal you are going to make.
- Decide what you need for your animal.
- Use .....



matches



toilet rolls



string



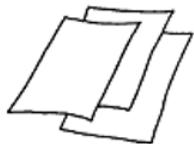
boxes



corks



glue



coloured paper



a knife



scissors

- Show your animal to the class.
- Tell the class step by step how you made your animal.
- Display your animals in the class.

## Phonics

- Sound the words.
- Listen to the “all” sound.
- Write the words.

.....

.....

.....

.....

.....

.....

- Complete the sentences.

## 1. We will shop at the

.....

## 2. I play with the

.....

### 3. Baby is

.....

#### 4. Do not let Baby

.....

## 5. The boy sat on the

.....

## 6. That man is

.....

- Listen to the story.
- Read it to your teacher carefully, pronouncing the words correctly.

## Stripes and Stars – Part 6

The lions' plan: "Let Baby Zebra lie in the sun. We'll cover him with sticks. He can tan some stripes!" they said.

- Draw the picture.



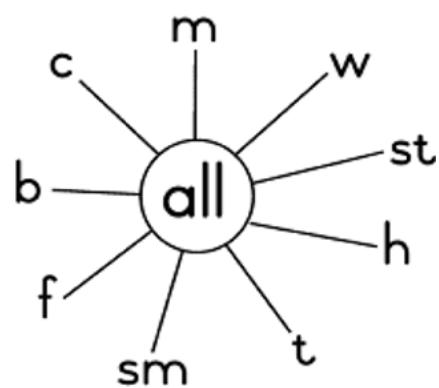
- Do you think the lions' plan will work? Yes or No? Give your reasons.

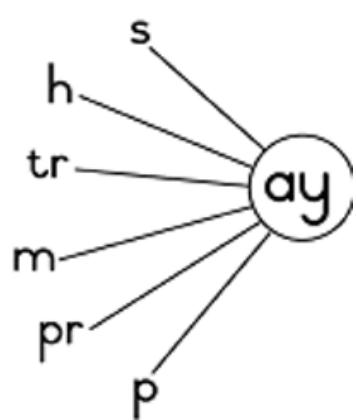
LO 1.1.1

LO 2.6

LO 3.2

- Listen to the sound of “y” in these words.
- Read them.
- Write them.





- Words with :ay” sound differently.
- Read them.
- Sound them.
- Write them.

.....

.....

.....

- Write sentences with:

fly:

.....

.....

pay:

.....

.....

dry:

.....

.....

LO 4.3

## Assessment

***Learning Outcome 1:LISTENING:*** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

***Assessment Standard 1.1:*** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.1 predicts what the story will be about from the title;

1.1.2 answers literal comprehension questions (e.g. true/false questions);

1.1.6 expresses feelings about the story;

1.1.7 discusses in own home language any social and ethical issues (e.g. whether something is fair);

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases;

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading, for example:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher;

**Assessment Standard 3.4:** We know this when the learner reads with increasing speed and fluency;

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving;

5.2.2 discusses and solves problems in group (e.g. ‘how can we keep our environment clean?’).

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Stripes and Stars**

### **EDUCATOR SECTION**

#### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Learners distinguish between sh and ch sounds and spell common words correctly. The sounds “oo”, “th”, “ea”, “all”, “y” and “ay” are also introduced. They are given an opportunity to write sentences/ a story without the help of a frame and to look up the meaning of words in a dictionary.

Learners discuss the issue of the monkeys making fun of Baby Zebra who was born without stripes.

#### **Integration of themes**

- Social Justice

Everyone is unique and their differences should be respected and not made fun of.

- Human rights

Everyone has rights – even the handicapped.

## LEANER SECTION

### Content

- Listen to the story.
- Read the story.

### Stripes and Stars – Part 7

The monkeys' plan: "Lets paint him with stripes. We'll paint the stripes black," they said.

- Draw the picture.



- Do you think the monkeys' plan will work? Yes or No? Give your reasons.

LO 1.1.6

LO 2.10

LO 5.2.2

- Listen to the story.
- Read the story.
- Retell the story.

## **Stripes and Stars – Part 8**

The lions' plan did not work!

The monkeys' plan did not work!

So the wise old owl high up in the tree flew down and said,

“You are all so silly! Do you not know Baby Zebra’s stripes

will show when he grows up!

Leave him alone!

Leave him alone!

He will grow stripes all by himself!”

And the wise old owl flew away.

So they left Baby Zebra.

The lions stopped looking.

The elephants stopped sniffing.

The giraffes stopped looking.

The monkeys stopped laughing.

And Mummy and Daddy Zebra stopped crying.

And the sun set –  
the stars came out and shone on Baby Zebra –  
and the next day, Baby Zebra had the most  
beautiful stripes you had ever seen!!

LO 1.1.4

LO 3.2

LO 3.2.3

### My Dictionary Page

- Read the words until you know them well.
- Keep this page in your file.

stripes	huge	bathed	screamed	together
long ago	peace	saw	screeched	lizard
earth	enough space	stretched	sniffed	salmon
covered	enough food	lifted	fluttered	trout
highest	hippopotamus	seashores	shouted	centipede
mountain	lion cubs	crocodiles	together	children
flowing	elephants'	monkeys	lie	laugh



## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.4 recalls and retells parts of the story;

1.1.6 expresses feelings about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving:

5.2.2 discusses and solves problems in group (e.g. ‘how can we keep our environment clean?’).

**Assessment Standard 5.2:** We know this when the learner keeps a personal dictionary and uses a children’s dictionary.

**Zigi**

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

**Zigi**

### **EDUCATOR SECTION**

#### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Zigi, the baby zebra grows up and becomes King Leo's best friend. Together they teach the monkeys and the crocodiles a lesson. Phonics are extended with the learning of the sounds “tch”, “ai”, “ay”, “e” at the end of a word changes the sounds of the vowels. More sounds: “ar”, “or”, “oa”, “oe”, “ie”, “er”, “ur”, “oy” and “oi”.

Learners answer questions about a graph. They read a factual passage on “Animal Camouflage” and discuss what they have learnt.

## Integration of themes

- Social Justice

Patterns of behaviour are important and social skills should be developed and practised.

- Human rights

By observing the behaviour of all the animals in the stories, learners become aware of the rights of the people around them.

- A healthy environment

As the creatures of the forest need to live in harmony with one another, so must people learn correct behavioural patterns.

## LEARNER SECTION

### Content

- Listen to the story.
- Answer the questions.
- Read the story with expression and correct pronunciation.

### Zigi

Do you remember Baby Zebra?

He slept under the stars and the next  
morning he had his stripes.

Baby Zebra was called Zigi.

He was a playful little zebra.

His best friend was Leo the lion cub.

They played together in the forest.

They splashed in the flowing waters of the river.

The hippopotamuses, crocodiles, fishes and  
the frogs played with them.

The butterflies, the birds and the dragonflies  
watched them play.

They were such good friends!

- How well did you listen?

1. Tell the class what happened in Module 6 when Zigi was born.
2. Who was Zigi's best friend?
3. Tell the class about your best friend?

LO 1.1.4		LO 2.6		LO 3.2.5		LO 3.5	
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- Draw a picture of Zigi and Leo playing in the forest.



- Write a sentence about your picture.

.....

.....

.....

.....

LO 2.5

LO 4.3

- Draw a big hippopotamus.



- Draw a little hippopotamus.



LO 2.5

LO 3.8.1

LO 5.1

## Phonics

- Read these words. They all end in “th”.

catch, match, hatch, patch, latch, fetch, stitch

- Complete the sentences.

1. The cat will ..... the mouse.

2. Granny will ..... my shirt.

3. Please ..... the book.

4. The egg will .....  
.....

5. Light the fire with the  
.....

6. The door has a  
.....

7. The shoemaker will ..... my shoe.

LO 3.3.1

LO 4.1

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories rhymes and poems:

1.1.4 recalls and retells parts of the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading:

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high-frequency words;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Assessment Standard 3.8:** We know this when the learner develops phonic awareness:

3.8.1 reads and follows instructions (e.g. how to play a game).

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words such as labels:

**Assessment Standard 4.3:** We know this when the learner spells common words correctly.

***Learning Outcome 5: THINKING AND REASONING:*** The learner is able to use language to think and reason, and access, process and use information for learning.

***Assessment Standard 5.1:*** We know this when the learner understands concepts and vocabulary relating to measurement.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Zigi**

### **EDUCATOR SECTION**

#### **Memorandum**

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Learners answer questions about a graph. They read a factual passage on “Animal Camouflage” and discuss what they have learnt.

## Integration of themes

- Social Justice

Patterns of behaviour are important and social skills should be developed and practised.

- Human rights

By observing the behaviour of all the animals in the stories, learners become aware of the rights of the people around them.

- A healthy environment

As the creatures of the forest need to live in harmony with one another, so must people learn correct behavioural patterns.

## LEARNER SECTION

### Content

- Listen and read the story.

### Zigi and Leo grow up

Zigi grew up and became the most beautiful, fastest, strongest zebra in the forest.

Leo grew up and became the most beautiful, fastest, strongest lion in the forest.

The animals made Leo their King.

Zigi was still King Leo's best friend.

They still splashed in the flowing water of the river.

They still went on long runs in the forest.

- Draw the picture of them splashing in the water.



LO 1.1

LO 2.5

LO 3.4

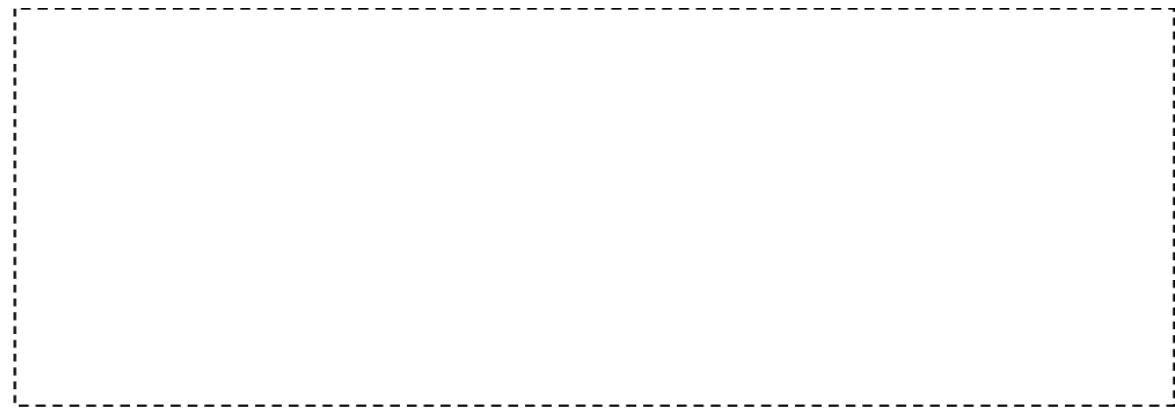
- Read and draw:



a long snake



a longer snake



a tall tree



a taller tree

LO 1.4		LO 5.1	
--------	--	--------	--

- Draw a picture showing King Leo and his best friend, Zigi.



- Write some sentences about them.
- Use your file to find words that can help you.
- Read your story to the class.

LO 1.4		LO 2.10		LO 4.3		LO 4.7	
--------	--	---------	--	--------	--	--------	--

## Phonics

- “ai” and “ay” have the same sound.
- Read the words and listen to their sounds.

ai

rain

train

nail

sail

tail

mail

ay

day

way

hay

tray

may

pay

- Make sentences with:

rain:

.....  
.....

train:

.....  
.....

nail:

.....  
.....

tail:

.....  
.....

sail:

.....  
.....

mail:

.....  
.....

LO 3.7.3

LO 4.3

LO 4.7

- Listen and read the story.

## **Zigi helps Leo**

One day Zigi and Leo ran off to play in the forest.

They rested in the shade of a tall tree.

Sammy snake was naughty.

He slithered down the tree to tease Zigi and Leo.

Zigi did not hear Sammy Snake.

Leo did not hear Sammy Snake.

Sammy grabbed Leo.

He curled his long body around Leo's neck.

He curled his long body around Leo's body.

He curled his long body around Leo's legs.

“Let go! Let go!” shouted Leo.

“Let go! Let go!” shouted Zigi.

But Sammy would not let go.

- Tell the class what you think is going to happen. The title will help you.
- Discuss how you think a zebra can help a lion.
- If your friend were in trouble, would you help him/her?

LO 1.1.3		LO 1.1.7		LO 2.6		LO 3.2.1		LO 3.2.2	
-------------	--	-------------	--	-----------	--	-------------	--	-------------	--

## Phonics

- For you to learn:

When “e” comes after a word with a as in apple, the sound changes.

- Read.

ate, plate, take, bake, game, name, gave, save, wave

- When “e” comes after a word with o as in orange, the sound changes.
- Read.

rose, nose, home, stone, smoke, hope, rope

- When “e” comes after a word with i as in ink, the sound changes.
- Read.

nine, smile, five, hive, kite, wife, life

- When “e” comes after a word with u as in umbrella, the sound changes.
- Read.

use, fuse, tube, tune

LO 3.3.2

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories rhymes and poems:

1.1.3 predicts what the story is about;

1.1.7 recall discusses in home language any social and ethical issues;

**Assessment Standard 1.4:** We know this when the learner shows understanding of a sequence of instructions by following them correctly.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.1 reads the title;

3.2.2 predicts what a book is about from the title;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.2 uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text;

**Assessment Standard 3.4:** We know this when the learner reads with increasing speed and fluency:

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters;

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly.

**Assessment Standard 4.7:** We know this when the learner uses punctuation:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner understands concepts and vocabulary relating to measurement.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Zigi**

#### **EDUCATOR SECTION**

##### **Memorandum**

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Zigi, the baby zebra grows up and becomes King Leo's best friend. Together they teach the monkeys and the crocodiles a lesson. Phonics are extended with the learning of the sounds “tch”, “ai”, “ay”, “e” at the end of a word changes the sounds of the vowels. More sounds: “ar”, “or”, “oa”, “oe”, “ie”, “er”, “ur”, “oy” and “oi”.

Learners answer questions about a graph. They read a factual passage on “Animal Camouflage” and discuss what they have learnt.

## Integration of themes

- Social Justice

Patterns of behaviour are important and social skills should be developed and practised.

- Human rights

By observing the behaviour of all the animals in the stories, learners become aware of the rights of the people around them.

- A healthy environment

As the creatures of the forest need to live in harmony with one another, so must people learn correct behavioural patterns.

## LEARNER SECTION

### Content

- Listen and read the story.

### True Friends

Leo fell down.

Sammy would not let go.

Zigi opened his mouth.

He bit Sammy in the neck.

Sammy hissed and hissed.

He let go of Leo.

“Now go away, Sammy!” said Zigi.

“You are naughty.

You must not hurt my best friend.”

So Sammy hissed and hissed and slithered away.

“Thank you, Zigi!” said Leo.

“You saved my life. You are a good friend.”

“You are my best friend, Leo!” said Zigi.

“I will always help you.”

- Draw Sammy Snake slithering away.



LO 1.1

LO 2.5

LO 3.3.1

LO 3.4

- Write a word that rhymes with:

ate .....

use .....

gave .....

take .....

rose .....

save .....

hope.....

nine .....

five .....

smile .....

life .....

take .....

- Complete the sentences.

1. John ..... an  
apple.

2. I smell the  
.....

3. You must ..... your  
money.

4. After four comes  
.....

5. ..... comes before ten.

LO 3.7.8

LO 4.1

- Listen and read.

### **The naughty monkeys**

The monkeys went down to the river.

They teased the frogs.

They threw stones into the river

and splashed the frogs.

King Leo said, “Bring the monkeys to

my lair, Zigi. They have been naughty.

I must teach them a lesson.”

So Zigi brought the monkeys to King Leo’s lair.

King Leo made the monkeys catch flies for the frogs.

Then King Leo made the monkeys feed the frogs.

The monkeys did not like to catch flies.

They did not like to feed the frogs.

So they stopped teasing the frogs.

The frogs were happy.

“You are a good king, Leo,” said Zigi.

“You help me to be a good king, Zigi,” said Leo.

- Draw the monkeys teasing the frogs.



LO 1.1.2

LO 2.6

LO 3.3.1

LO 3.4

## Phonics

Is it “ar” as in car, or “or” as in sport?

“ar”

car

far

tar

farm

arm

star

“or”

for

fork

pork

stork

short

sport

- Complete the sentences.

1. We have a new

c.....

2. I eat with a knife and

f.....

3. Uncle Ben lives on a f

.....

4. Tennis is a

s.....

5. A s..... has long legs.

6. I live f..... away from school.

7. The s..... shines at night.

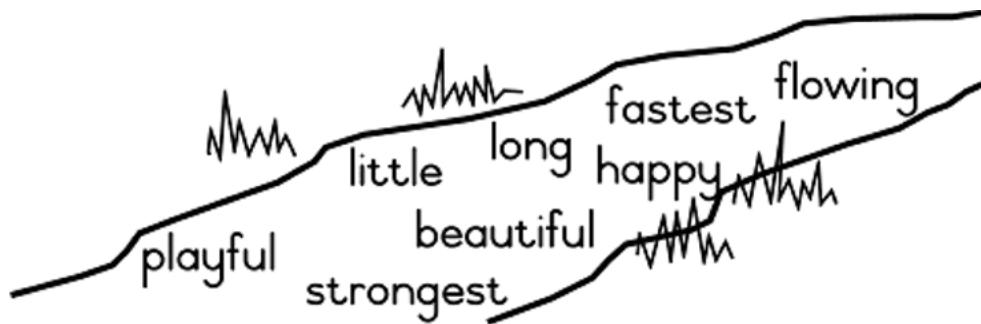
8. My skirt is long, her's is  
S.....

LO 3.7.3

LO 3.8.1

LO 4.1

- Here are some words hiding in the water.
- Use them to complete the sentences.



- Sentences.

1. Zigi was a.....,  
..... zebra.

2. Leo became the  
most.....,

.....,  
.....lion.

3. They splashed in the ..... waters of the  
river.

4. Sammy curled his ..... body around Leo's  
neck.

5. The frogs were  
.....

LO 3.2.5

LO 4.1

LO 6.6

LO 6.7

## Plurals

- Read these and write the words.

one frog : two frogs

one king : two kings

one tree : two trees

one lion

two .....

one river

two .....

one crocodile

two .....

one bird

two .....

one cub

two .....

one friend

two .....

one star

two .....

one snake

two .....

one leg

two .....

one mouth

two .....



## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of stories rhymes and poems:

1.1.2 understands literal comprehension questions;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.6:** We know this when the learner attends to pronunciation as part of reading:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high frequency words;

**Assessment Standard 3.4:** We know this when the learner reads with increasing speed and fluency:

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters;

3.7.8 recognises known rhymes;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.1 reads and follows instructions;

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words:

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

**Assessment Standard 6.6:** We know this when the learner use some adjectives (e.g. bored, tired):

**Assessment Standard 6.7:** We know this when the learner use some adverbs in the correct word order:

**Assessment Standard 6.9:** We know this when the learner understands simple plurals.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Zigi**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

##### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

Zigi, the baby zebra grows up and becomes King Leo's best friend. Together they teach the monkeys and the crocodiles a lesson. Phonics are extended with the learning of the sounds “tch”, “ai”, “ay”, “e” at the end of a word changes the sounds of the vowels. More sounds: “ar”, “or”, “oa”, “oe”, “ie”, “er”, “ur”, “oy” and “oi”.

Learners answer questions about a graph. They read a factual passage on “Animal Camouflage” and discuss what they have learnt.

## Integration of themes

- Social Justice

Patterns of behaviour are important and social skills should be developed and practised.

- Human rights

By observing the behaviour of all the animals in the stories, learners become aware of the rights of the people around them.

- A healthy environment

As the creatures of the forest need to live in harmony with one another, so must people learn correct behavioural patterns.

## LEARNER SECTION

### Content

- Listen to the poem.
- Tell your teacher what it is about.
- Read it carefully.
- Make sure you pronounce your words correctly.

### My Best Friend

I have a friend to play with

and share my secrets too.

We do the funniest things together

and laugh until we're blue.

I trust my friend with everything

I think about or do.

My friend will never disappoint me

through thick and thin, we're true.

G.J.M.

- Find the 8 “th” words in the poem.

Read them pronouncing them correctly and draw a circle around them.

- Write them here.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

LO 1.1		LO 2.2		LO 2.6		LO 3.2.5		LO 3.5	
-----------	--	-----------	--	-----------	--	-------------	--	-----------	--

**Phonics**

- Is it “oa” as in coat, or “oe” as in toe?

“oa”

coat

goat

boat

soak

road

load

“oe”

toe

toes

goes

foe

foes

soap

- Complete the sentences.

1. Wear you c....., it is cold.

2. I walk down the

I.....

3. I wash my legs with

S.....

4. I have 10

t.....

5. He g..... home after  
school.

6. That is a heavy

l.....

7. The g..... is in the  
field.

8. Whose b..... is on the  
shore?

LO 3.7.3		LO 4.1	
----------	--	--------	--

- Listen and read.

### **The naughty crocodiles**

The crocodiles came out of the river.

They teased the little birds.

They would not open their mouths.

The little birds could not clean

the crocodiles' teeth.

The crocodiles were naughty.

King Leo said, "Bring the crocodiles to my lair, Zigi. They have been naughty. I must teach them a lesson.

So Zigi brought the crocodiles to King Leo's lair.

King Leo told the crocodiles to open their mouths so that the little birds could clean their teeth.

"If your teeth are not cleaned, they will rot." said King Leo.

King Leo told the crocodiles not to tease the little birds.

So the crocodiles did not tease the little birds again.

King Leo was a very good king and his best friend, Zigi, helped him.

LO 1.1

LO 2.6

LO 3.4

- Read and match.

People live in ..... cowsheds

Dogs live in ..... lairs

Cows live in ..... houses

Rabbits live in ..... water

Lions live in ..... burrows

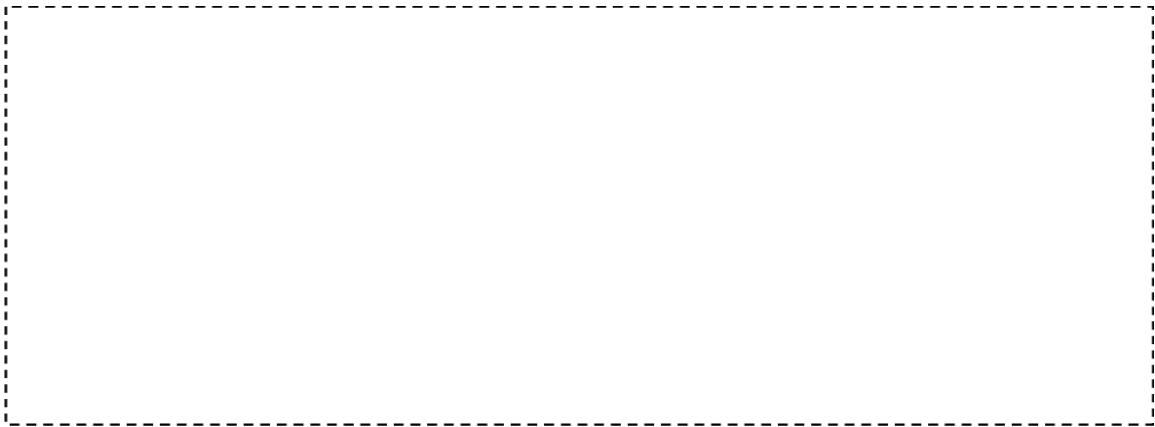
Crocodiles live in ..... kennels

LO 2.10

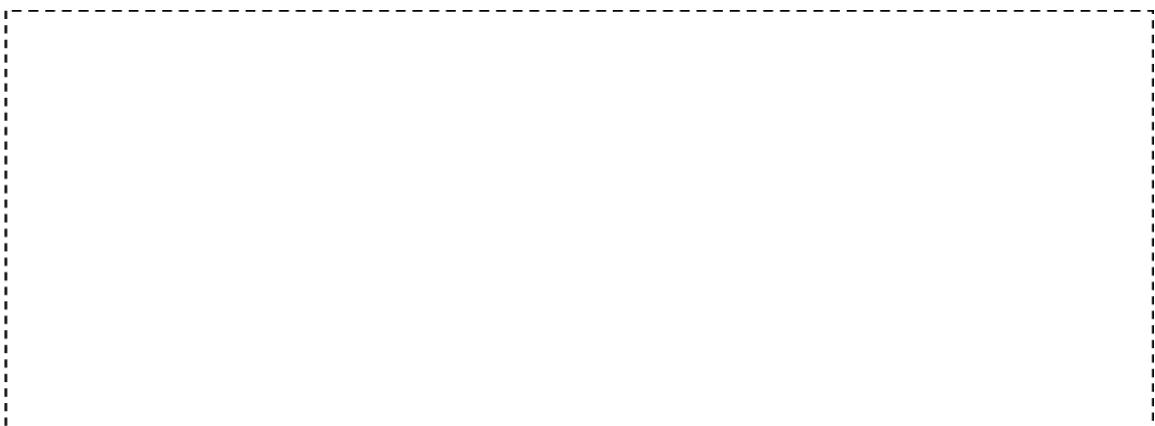
- Draw.



a cowshed



a house

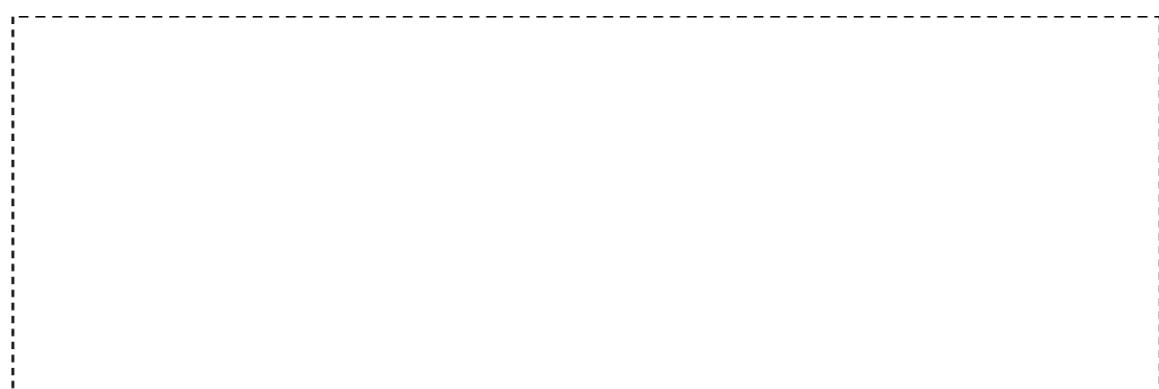




a lair



a kennel



a burrow

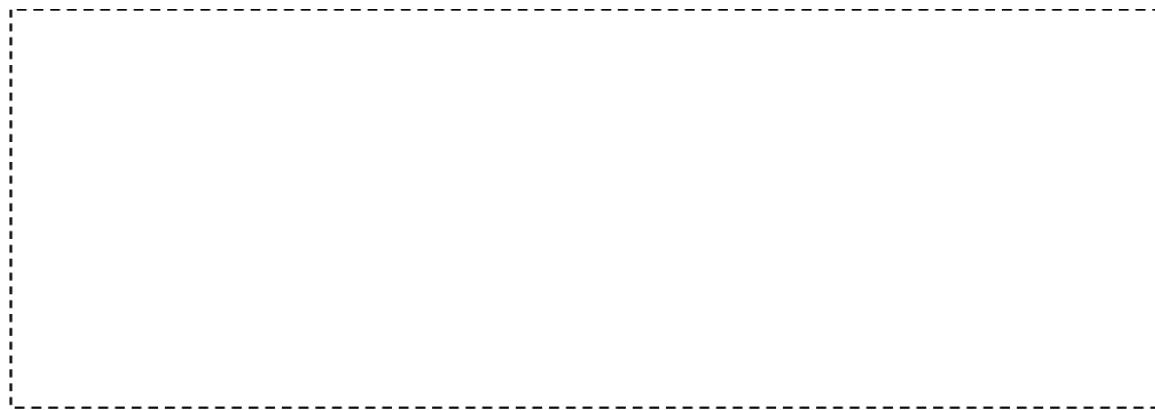


a river

LO 3.1.1

LO 6.8

- Draw a picture showing how the little birds clean the crocodiles' teeth.



- Write some sentences about your picture.

.....  
.....

## LO 2.10

## LO 4.7

- Read the parts and join them to make a sentence.

## Zigi's best friend

to tease Zigi and Leo.

They splashed in the

their king.

The butterflies, the birds	Sammy in the neck.
Sammy slithered down	the frogs.
Zigi bit	was Leo.
The animals made Leo	to King Leo's lair.
The monkeys teased	and the dragonflies watched them play.
So Zigi brought the monkeys	flowing waters of the river.

- Write what you think the monkeys said.

Draw King Leo here.



Draw the monkeys here.



LO 1.4

LO 2.10

LO 3.3.1

LO 4.10

**Phonics**

Is it “ir” as in bird, or

“er” as in mother, or

“ur” as in turn?

“ir”

bird

girl

first

third

shirt

skirt

“er”

mother

sister

brother

father

her

fern

“ur”

turn

burn

hurt

curl

- Complete the sentences.

1. My moth..... cooks the food.

2. It was not a boy, it was a  
g.....

3. I am not second, I am  
th.....

4. My f..... cuts the lawn.

5. I h.....  
my leg.

6. She wants to c..... her hair.

7. The b..... sings up in the tree.

LO 3.7.3		LO 4.1	
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## Assessment

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**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning:

3.1.1 understands a picture story or comic strip by relating captions and speech bubbles to visual images;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high frequency words;

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3.7.3 recognises vowel sounds spelled with two letters;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

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**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.7:** We know this when the learner uses punctuation:

**Assessment Standard 4.10:** We know this when the learner with support writes a short dialogue.

**Learning Outcome 6:GRAMMAR ND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

**Assessment Standard 6.8:** We know this when the learner understands common spoken words in context.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Zigi**

#### **EDUCATOR SECTION**

##### **Memorandum**

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Learners answer questions about a graph. They read a factual passage on “Animal Camouflage” and discuss what they have learnt.

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#### **LEARNER SECTION**

##### **Content**

- Draw a picture of your own best friend.
- Tell us her/his name.
- Tell us about your friend.

## My Best Friend



- Write about your best friend.

.....

.....

.....

.....

.....

.....

LO 2.10		LO 4.3		LO 4.7	
---------	--	--------	--	--------	--

- Read the graph the class made about their best friends.
- Answer the questions.

We like to . . .

play with our toys	x	x	x		x	x	x	x	
play outside	x	x		x	x	x	x	x	
visit weekends	x	x	x	x	x	x		x	x
write			x			x	x	x	

notes to each other									
Names	Tom	John	Mia	Johan	Peter	Michelle	Sally	Mary	Gerry

- Write:

1. .... friends play with their toys.

How many?

2. .... friends play outside.

3. .... friends visit weekends.

4. .... write notes.

5. .... boys play outside.

6. .... girls play outside.

LO 2.10		LO 5.7.3	
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## Phonics

Is it “oy” as in boy, or “oi” as in oil?

“oy”

boy

joy

toy

boys

toys

“oi”

oil

boil

soil

spoil

point

- Complete the sentences.

1. The b..... climbed the tree.
2. Baby plays with his t.....
3. Mom will b..... the eggs.
4. He was full of j..... when he got the prize.
5. Do not s..... your supper.
6. My pencil's p..... is broken.
7. Dad's car needs.....

LO 3.3.2

LO 3.7.3

LO 4.1

### **A visit to the library**

- Visit your school library.
- Go to the NON FICTION SECTION.
- Find books on Animal Camouflage.
- Divide into groups and discuss how colours and shapes help creatures of the forest to hide.
- Draw pictures of the animal camouflage that you have discussed.
- Tell the class what you found out about colours and shapes helping such creatures as . . . .

lions, zebra, chameleons, praying mantis, buck, pheasants, spiders, butterflies and any others.

- Talk about:

1. Why do they need to be hidden?
2. Who are their enemies?
3. How do they hide away?
4. Do you think MAN is a friend or an enemy of the wild creatures?

- Give your reasons.

LO 2.1

LO 3.2.3

LO 3.8.2

LO 5.2.1

LO 6.1

Draw your pictures and write a caption or a sentence to describe your picture.

- Show the class.

## Animal Camouflage



LO 2.5		LO 2.10		LO 3.8.3		LO 4.3	
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### My Dictionary Page

- Read the words.
- Keep this page in your file.

morning	rested	shouted	funniest	rot
playful	shade	opened	naughty	disappoint
friend	snake	bit	clean	true
such	slithered	hissed	lesson	cleaned
fastest	tease	saved	flies	teeth
strongest	grabbed	hurt	stopped	teach
king	curled	lair	secrets	brought

LO 3.3.1		LO 3.9		LO 5.5	
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## Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases:

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.3 answers literal questions about the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high frequency words;

3.3.2 uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.2 reads fiction and non-fiction books;

3.8.3 tells a classmate about a book self has read;

**Assessment Standard 3.9:** We know this when the learner demonstrates a reading vocabulary of between 700 and 1 500 common words:

**Learning Outcome 4:WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes individual words:

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.7:** We know this when the learner uses punctuation:

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language for thinking and problem-solving:

5.2.1 compares things critically;

**Assessment Standard 5.7:** We know this when the learner transfers information from one mode to another:  
5.7.3 uses information from a chart, bar graph, diagram, mind map or picture to write or complete a short text.

**Learning Outcome 6:GRAMMAR ND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

**Assessment Standard 6.1:** We know this when the learner understands and uses a variety of question forms:

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thunder**

#### **EDUCATOR SECTION**

##### **Memorandum**

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These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

##### Time scheduled for the modules

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This story allows the learners to use their imagination when the baby Brontosaurus is found by the animals. Vocabulary is consolidated by repetitive phrases and the following phonic families are introduced; “wh” and silent letters such as “b” as in lamb, and “k” as in knee. Plurals are studied and homonyms sorted out.

##### Integration of themes

- A healthy environment

Is dependent on resources. If catastrophes occur they damage the environment.

- Social Justice

Thunder finds himself amongst strangers. Their attitude to him is of vital importance.

Newcomers at school or in the class should be welcomed and treated with kindness and respect.

## **LEANER SECTION**

### **Content**

- Listen to the poem. Discuss the sounds of the forest.
- Read it several times.
- Act it in groups. Draw the pictures.

### **Sounds of the forest**

Who is that stirring  
the leaves on the ground?

Is it a field mouse,  
with his eyes so round?

Who is that shaking  
the leaves on the tree?

Is it a bluebird's

wing that I see?

Who is that gliding

across the river?

Is it a crocodile,

that gives me a shiver?

Who is that sitting

and watching and waiting?

Is it an owl

with his eyes a-prowling?

Who is that crawling

amongst the grasses so tall?

Is it a lion

curling up like a ball?

The moon rises higher, and shines with its light,

on mouse, bird and lion

in the still, dark night.

G.J.M.

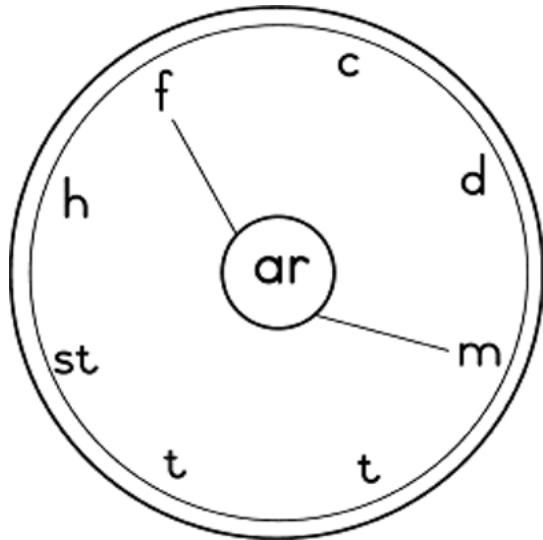


LO 1.1.4

LO 2.2

LO 3.8.6

- Join the letters to make as many words as you can.
- Write the words and draw the pictures.



farm

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LO 3.7.3

- Listen to the story.
- Read the story, pronounce the words correctly.

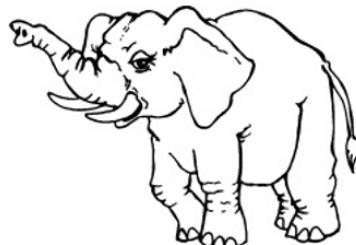
**Who can it be?**

The animals walked round and round in circles.  
They looked and looked at the strange  
creature lying curled up among the leaves.  
They shook their heads again and again.



"He's not an elephant.  
He has no trunk", they said.

He's not a crocodile.  
His legs are too long", they said.



"He's not a giraffe.  
He has no spots", they said.

He's not a zebra.  
He has no stripes", they said.



"What can he be?" they asked.  
Where did he come from?" they asked.  
"Is he a bird?  
Is he a fish?  
Or is he a monster?"  
They shook their heads again and again.



- Who do you think is lying curled up among the leaves? Discuss.

LO 1.6

LO 2.1

LO 2.6

LO 2.10

- Listen to the story.

- Find the new words. Read the story.

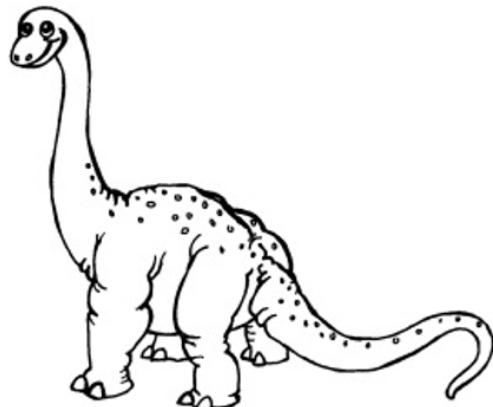
## Little Thunder

Little Thunder opened his left eye.  
He saw strange animals around him.  
Little Thunder opened his right eye.  
He saw more strange animals around him.  
They were all staring at him.  
They were shaking their heads.

"Where am I?" he said.  
He sat up straight.  
This frightened the strange animals.  
They stepped back.

"Who are you?" they asked.  
"Where did you come from?"  
"Are you a fish?  
Are you a bird?"  
Or are you a monster?" they asked.

Little Thunder stood up and laughed.  
"No, no, no", he said.  
"I am not a fish.  
I am not a bird.  
I am not a monster.  
I am a dinosaur", he said.



- "A dinosaur! We have never seen a dinosaur before!" said all the animals.

LO 3.2.5		LO 3.3.1	
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- Listen to the story.
- Read it.

## Thunder makes friends

Little Thunder remembered how he and his friend Spikey had grown wings and had flown off in time. He remembered how he had landed in this new forest. He remembered how tired he was. He remembered how he had crawled under the leaves to sleep.

"Come", said all the animals.  
"We will take you to our king".

So Thunder followed the animals to King Leo's lair.

King Leo knew all about dinosaurs.  
He was surprised to hear about Thunder's adventures.  
"You will stay here in the forest with us", said King Leo.  
You are only a baby.  
We will look after you.  
You will grow into a huge dinosaur.  
We will be your friends".

"Thank you, King Leo", said Thunder.  
"Come", said the elephants.  
"You must be hungry. We will show you where the fresh green leaves are.



LO 3.3.1

LO 3.5

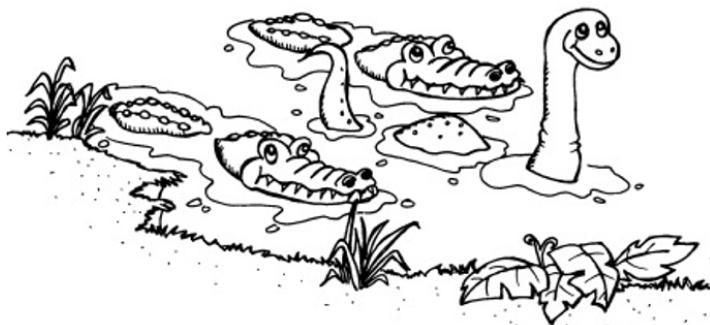
- Listen to the story.
- Read it.

### **Thunder grows bigger**

Thunder was very happy in the forest.  
He made many friends.  
He played ball with the elephants.  
He could kick the ball very far  
with his strong legs.  
He jogged along the forest paths  
with Zigi the zebra.  
He dived into the water with the crocodiles.  
He could swim very fast with his long, swishing tail.

Soon Thunder grew bigger than Zigi.  
He grew bigger than King Lion.  
He grew bigger than the elephants.  
He grew just as tall as the tallest giraffe.

The monkeys liked to slide down his  
long neck.  
The birds liked to perch on his  
strong back.  
The rabbits liked to hop over his long, swishing tail.



LO 3.5

LO 3.6

LO 3.8

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.4 recalls and retells parts of the story;

**Assessment Standard 1.6:** We know this when the learner shows respect for classmates by giving them a chance to speak:

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner answers questions using words and phrases:

**Assessment Standard 2.2:** We know this when the learner performs a rhyme, poem and song:

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**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.2:** We know this when the learner begins to make meaning of written text by reading with the teacher:

3.2.5 retells the story;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high frequency words;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters;

**Assessment Standard 3.8:** We know this when the learner reads on own for information and enjoyment:

3.8.6 reads familiar poems and rhymes.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thunder**

#### **EDUCATOR SECTION**

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This story allows the learners to use their imagination when the baby Brontosaurus is found by the animals. Vocabulary is consolidated by repetitive phrases and the following phonic families are introduced; “wh” and silent letters such as “b” as in lamb, and “k” as in knee. Plurals are studied and homonyms sorted out.

##### Integration of themes

- A healthy environment

Is dependent on resources. If catastrophes occur they damage the environment.

- Social Justice

Thunder finds himself amongst strangers. Their attitude to him is of vital importance.

Newcomers at school or in the class should be welcomed and treated with kindness and respect.

## **LEARNER SECTION**

### **Content**

- Listen to the story.
- Read it.

### **The summer boat race**

The next day King Leo sent all the birds of the forest to tell the animals about "The Summer Boat Race" which he had planned for all the animals on Friday.



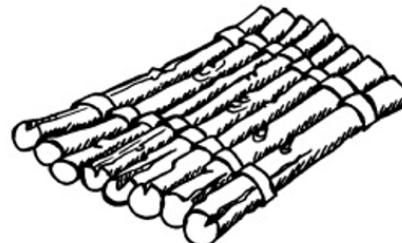
They had to divide into teams and build their own rafts or canoes or boats. They had to sail down the river. The boat that reached the winning post first, would be the winner.

All the animals began to make their boats.

Some made rafts with sails.

Some made canoes cut out of logs.

Some made large boats, small boats and boats of all sizes.



Thunder worked hard.

He was strong.

He was in Zigi's team.

They made a strong raft with poles tied together with long strips of grass.

- Tell the story to a friend.
- Explain what kind of boat/rafts the animals made.
- How did Zigi's team make their raft?

LO 2.10

LO 3.3.2

LO 3.5

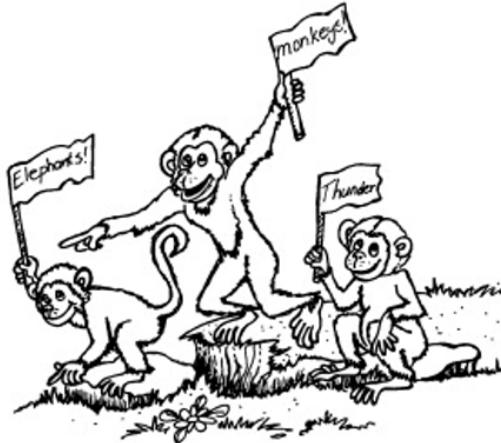
- Listen to the story.
- Read it.

## The race

At last everyone was ready.  
All the rafts, the canoes and the boats were ready.  
Everyone was excited.  
They cheered and waved their flags.

They were off!  
The elephants rowed with their trunks.  
The monkeys rowed with their tails.  
The crocodiles used their babies for paddles.  
But nobody could row as fast as Thunder  
with his long, swishing tail.

Yes, Zigi and Thunder's team won the race!  
Everyone cheered and waved their flags.



King Leo handed them the prize.  
It was a huge basket full of  
nuts, fruit, sweets, cool drinks, biltong, salads  
and ice cream.

What a feast they had!

- How did the elephants row their boats?
- How did the monkeys row their boats?
- How did the crocodiles row their boats?
- How did Zigi's team row their raft?

## Phonics

Read these “wh” words.

The “h” is a silent letter.

who

why

when

where

what

which

- They are often used to ask a question, e.g. who are you?
- Write questions beginning with these words.
- End the question with a question mark.

1. Who

.....

2. Why

.....

3. When

.....

4. Where

.....

5. What

.....

6. Which

.....

LO 1.5.1

LO 6.1

LO 4.3

### True or false?

- Read the questions.
- Answer “true” or “false”.

1. The strange creature was a mouse.

.....

2. The animals did not know what this creature was.

..... 3. The strange creature was a fish.

.....

4. The animals had never seen a dinosaur before.

.....

5. King Leo was the king of the animals.

.....

6. The animals did not like Thunder.

.....

7. Thunder ate monkeys.

.....

8. The crocodiles ate Thunder.

.....

9. Zigi’s team won the boat race.

.....

10. Zigi’s team was happy.

.....

LO 1.1.2

- Draw a picture of the boat race on the river.
- Talk to a friend about the picture.



LO 2.5

LO 6.6

LO 6.7

- Write some sentences about the boat race.

- Use capital letters and full stops.
- Use your dictionary page to write the words.

## The boat race

LO 4.3		LO 4.7		LO 4.8		LO 6.5	
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## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.1:** We know this when the learner shows understanding of descriptions by noting relevant information:

1.1.2 answers true or false questions;

**Assessment Standard 1.5:** We know this when the learner develops phonic awareness:

1.5.1 distinguishes between different sounds that are important for reading and writing;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.2 uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text;

**Assessment Standard 3.5:** We know this when the learner reads aloud using correct pronunciation and appropriate stress:

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Assessment Standard 4.7:** We know this when the learner uses punctuation:

**Assessment Standard 4.8:** We know this when the learner sequences and copies sentences to make a paragraph:

**Learning Outcome 6: GRAMMAR AND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

**Assessment Standard 6.1:** We know this when the learner understands and uses a variety of question forms:

**Assessment Standard 6.5:** We know this when the learner understands how language is used to sequence things:

**Assessment Standard 6.6:** We know this when the learner uses some adjectives:

**Assessment Standard 6.7:** We know this when the learner uses some adverbs.

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thunder**

#### **EDUCATOR SECTION**

##### **Memorandum**

In Grade 3 learners continue to expand their vocabulary by listening and reading a variety of texts such as poem, stories, riddles and doing word puzzles.

These modules consolidate and revise the vocabulary and phonics introduced in Grade 2. More opportunities are given for written work producing longer texts of more varied kinds. Learners should not be afraid to make mistakes as the building of confidence and fluency should take priority above perfect written work.

##### Time scheduled for the modules

All learners should work through all eight modules as the phonics and spelling requirements are spread over these modules. The educator should however allow learners to complete them at their own pace namely ± two modules per term.

This story allows the learners to use their imagination when the baby Brontosaurus is found by the animals. Vocabulary is consolidated by repetitive phrases and the following phonic families are introduced; “wh” and silent letters such as “b” as in lamb, and “k” as in knee. Plurals are studied and homonyms sorted out.

##### Integration of themes

- A healthy environment

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## **LEANER SECTION**

### **Content**

- Read the words of this rowing song.
- Sing it and act it.

Row, row, row your boat

Gently down the stream.

Merrily, merrily, merrily

Life is but a dream.

- Divide into teams of six each.
- Sit in a straight line, one behind each other to make a “boat”.
- Row with your arms, swaying forwards and backwards to the music.
- Each “boat” has a turn to sing the song.



LO 2.2

LO 2.5

LO 2.6

A handwritten musical score for a single voice. The score consists of four staves of music. The first staff is in common time (indicated by a '4') and has a treble clef. The lyrics are: 'Row, row, row, your boat'. The second staff is in common time (indicated by a '4') and has a bass clef. The lyrics are: 'Gent- ly down the stream'. The third staff is in common time (indicated by a '4') and has a treble clef. The lyrics are: 'Mer- ri- ly, mer- ri- ly, mer- ri- ly, mer- ri- ly'. The fourth staff is in common time (indicated by a '4') and has a bass clef. The lyrics are: 'Life is but a dream.' The music includes various note heads (solid black, open circles, dots) and stems, with some stems having '2' or '6' written above them to indicate rhythmic values.

Row, row, row your boat

- Which is which?
- Choose the correct words to complete the sentence.

1. The ..... will sting you.  
(be, bee)

2. The boy has..... (flu, flew)

3. My eyes are ..... (blue, blew)

4. I swim in the.....  
(see, sea)

5. He has something in his .....  
(eye, I)

6. I ..... with a pencil. (right, write)

7. Please ..... me at 6 o'clock. (meet, meat)

8. The ..... is evil. (which, witch)

9. I must ..... on the button. (sew, sow)

10. The ..... bit the dog.  
(flee, flea)

LO 4.3	
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## Phonics

- These words have a silent “b”.
- Read them.

lamb

climb

thumb

comb

limb

dumb

bomb

numb

crumb

- Where do they fit in?

1. I cut  
my.....

2. I ..... my  
hair.

3. He will ..... the  
mountain.

4. Pick up  
the.....

5. The little ..... is  
tiny.

6. The ..... went off with a  
bang.

LO 3.3.2

- When Thunder opened his eyes he saw these animals.
- Draw the answers and write their names.

I am big

and strong.

I have a

short tail

and a long trunk.

I am an

.....

...

Draw me.

I am so very

tall with a

thin neck.

My legs are

very long.

I eat leaves.

I am an

.....

...

Draw me.



I am the  
naughty one.

My tail is long.

I swing in  
the trees.

I am an

.....  
...

Draw me.



I slither and  
slide and hide  
in the trees.

I am an

.....  
...

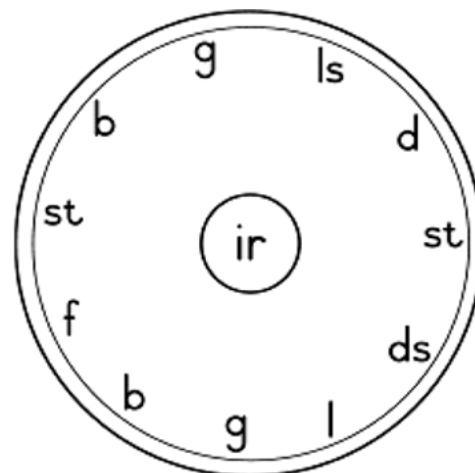
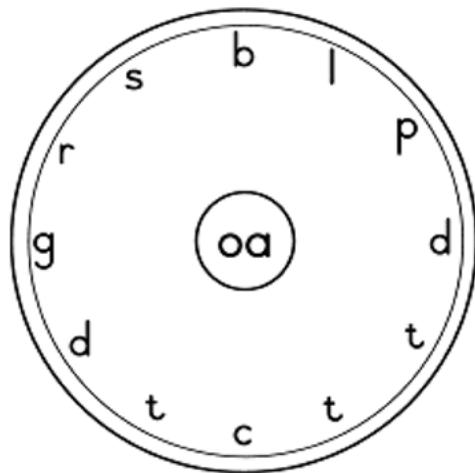
Draw me.



LO 2.10		LO 4.3		LO 5.1	
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### Word building clocks

- Join the letters to make words.
- Write the words and draw the pictures.



LO 3.7.3

## Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner performs a rhyme, poem and song:

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.6:** We know this when the learner attends to punctuation:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.2 uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text;

**Assessment Standard 3.7:** We know this when the learner develops phonic awareness:

3.7.3 recognises vowel sounds spelled with two letters;

**Learning Outcome 4: WRITING:** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner spells common words correctly:

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner understands concepts and vocabulary relating to.

**Learning Outcome 6:GRAMMAR ND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

**Assessment Standard 6.1:** We know this when the learner understands and uses a variety of question forms:

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **Thunder**

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## **LEARNER SECTION**

### **Content**

- Here are some sentences about Thunder.
- They are all muddled up.
- Write them over.
- Begin with all the sentences that tell you who Thunder is.
- Next write the sentences that tell you what he looks like.
- Lastly write the sentences that tell you what he eats.

1. Thunder has a very long neck.
2. Thunder is a Brontosaurus.
3. He is a plant-eater.
4. He has a long, swishing tail.
5. Thunder is a dinosaur that lived on earth many years ago.
6. He likes fresh green leaves.

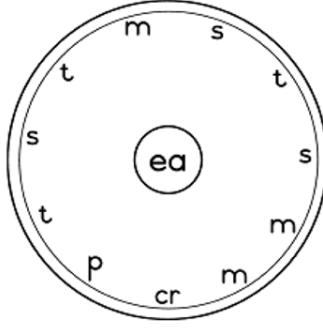
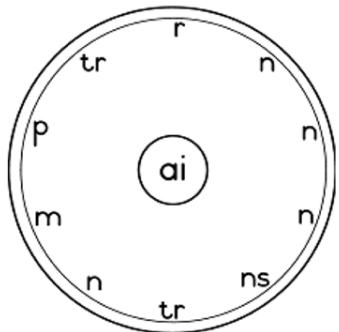
LO 2.10

LO 4.7

LO 6.5

## Word building blocks

- Join the letters to make words.
- Write the words and draw the pictures.



LO 3.7.3

## Phonics

- These words have a silent “k”.
- Read them.

knife

knit

knot

knee

knock

know

knuckle

knead

- Where do they fit in?

1. You must ..... on the door.

2. I ..... my work.

3. Tie the ..... please.

4. Granny will ..... me a jersey.

5. This ..... is sharp.

6. I bend  
my.....

7. My ..... is  
bleeding.

8. I must ..... the  
dough.

LO 3.3.2

## Assessment

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts;

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***Assessment Standard 4.7:*** We know this when the learner uses punctuation:

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### **Thunder**

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## **LEARNER SECTION**

### **Content**

- Tell the class all you know about dinosaurs.

The different kinds:

.....

When they lived:

.....

What they ate:

.....

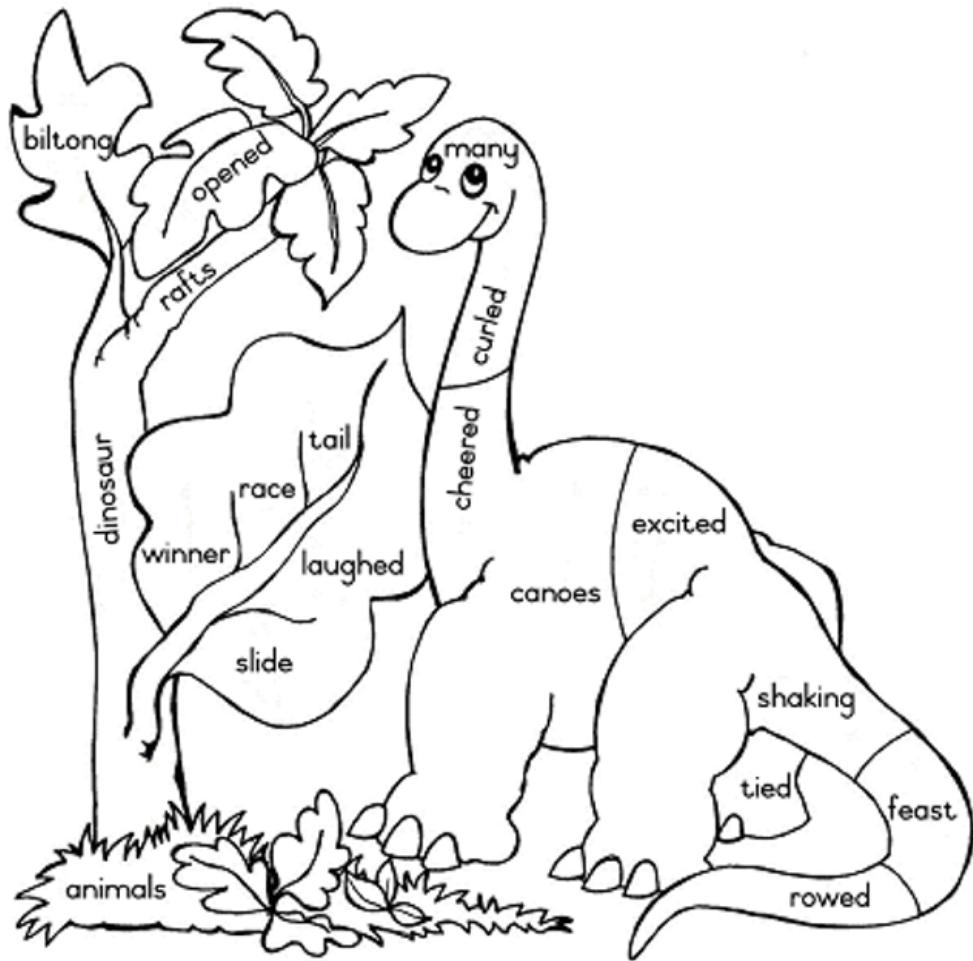
How big they were:

.....

Why they disappeared:

.....

- Read the words and colour in the parts of the picture.



LO 1.6

LO 2.5

LO 2.10

LO 3.3.1

## Plurals

- These words end in “y”.
- In the plural (more than one) the y changes to “ies”.

one lady many ladies

one baby

many .....

one jelly

many .....

one fairy

many .....

one daddy

many .....

one mummy

many .....

- Words that end in “ey” only add an “s” in the plural.

one monkey many monkeys

one donkey

many .....

one chimney

many .....

one key

many .....

## Plurals

Write these sentences over, changing the underlined words into the plural (more than one).

1. I like jelly.

We

2. The donkey eats straw.

..... eat

3. The monkey plays tricks.

..... play

4. The lady buys a new dress.

..... buy new  
dresses

5. The baby is crying.

..... are

6. The chimney is dirty.

..... are

## My Dictionary Page

- Read the words.
- Keep this page in your file.
- Use the words in your stories.

strange	lying	curled	monster	opened
staring	shaking	laughed	dinosaur	tired
remembered	surprised	hungry	many	paths
swishing	tail	tallest	slide	perch
race	divide	rafts	canoes	winningpost
winner	sizes	poles	tied	excited
rowed	cheered	waved	huge	fruit
salads	biltong	ice cream	feast	paddles

LO 3.3.1

LO 5.5

LO 6.8

## Assessment

**Learning Outcome 1:LISTENING:** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

**Assessment Standard 1.6:** We know this when the learner shows respect for classmates by giving them a chance to speak.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.5:** We know this when the learner talks about a picture, photograph or object:

**Assessment Standard 2.10:** We know this when the learner participates in a conversation on a familiar topic:

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**Assessment Standard 3.3:** We know this when the learner recognises and makes meaning of letters and words:

3.3.1 recognises on sight an increasing number of high frequency words;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.7:** We know this when the learner keeps a personal dictionary.

**Learning Outcome 6:GRAMMAR ND VOCABULARY:** The learner knows and is able to use the sounds, vocabulary and grammar of the

additional language.

**Assessment Standard 6.8:** We know this when the learner understands between 1 500 and 3 000 common spoken words in context:

**Assessment Standard 6.9:** We know this when the learner understands plurals.